Digitized by the Internet Archive
in 2012 with funding from
University of Alberta Libraries

http://archive.org/details/careertransition00albe

CAREER & TECHNOLOGY STUDIES

CAREER TRANSITIONS

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

HF
5381
A332
1997
gr.07-12 UPD.1999
CURRGDHT

Alberta
EDUCATION
Curriculum Standards Branch

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Curriculum Standards Branch.
Career transitions : guide to standards and implementation.

(Career and Technology Studies)
0–7732–5260–6

1. Life skills—Alberta. 2. Career education—Alberta.
3. Vocational guidance—Alberta. 4. Vocational education—Alberta.
I. Title. II. Series: Career and Technology Studies Program.

LC1037.8.C2.A333 1997 371.425

This document was prepared for:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

Program/Level: Career and Technology Studies/Secondary

Copyright ©1997, the Crown in Right of Alberta, as represented by the Minister of Education. Permission is given by the copyright owner for any person to reproduce this publication or any part thereof for educational purposes and on a non-profit basis.

This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation.*

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S–3.1 as amended, and is required for implementation. **Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.**

Every effort has been made to acknowledge original sources and comply with copyright regulations. Please notify Alberta Education if there are cases where this has not been done.

Questions or comments about this Guide to Standards and Implementation are welcome and should be directed to:

Career and Technology Studies Unit, Curriculum Standards Branch, Alberta Education, Devonian Building,
11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.
Telephone: (403) 422–4872, Fax: (403) 422–0576.
Outside of Edmonton dial 310–0000 to be connected toll free.

TABLE OF CONTENTS

Page

Career and Technology Studies

Program Rationale and Philosophy A.1
General Learner Expectations A.3
Program Organization A.3
    Curriculum Structure A.3
    Levels of Achievement A.4
Curriculum and Assessment Standards A.5
Types of Competencies A.5
    Basic Competencies Reference Guide A.6

Career Transitions

Strand Rationale and Philosophy B.1
Strand Organization B.3
    Themes B.3
    Scope and Sequence B.5
    Module Descriptions B.6

Planning for Instruction
    Planning for CTS C.1
    Planning for Career Transitions C.4

Module Curriculum and Assessment Standards: Introductory Level D.1

Module Curriculum and Assessment Standards: Intermediate Level E.1

Module Curriculum and Assessment Standards: Advanced Level F.1

Assessment Tools G.1

Linkages/Transitions H.1

Learning Resource Guide I.1

Sample Student Learning Guides J.1

Acknowledgements K.1

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

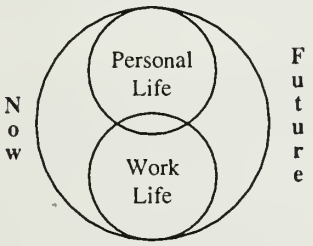
CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students* in CTS *will*:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

©Alberta Learning, Alberta, Canada

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

CAREERS



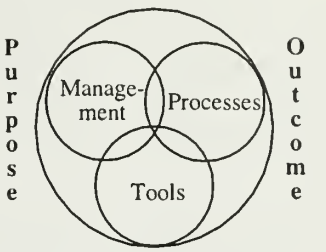
A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

TECHNOLOGY



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

©Alberta Learning, Alberta, Canada

PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)
  - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Courses are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

©Alberta Learning, Alberta, Canada

Specific outcomes provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	31
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	20
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

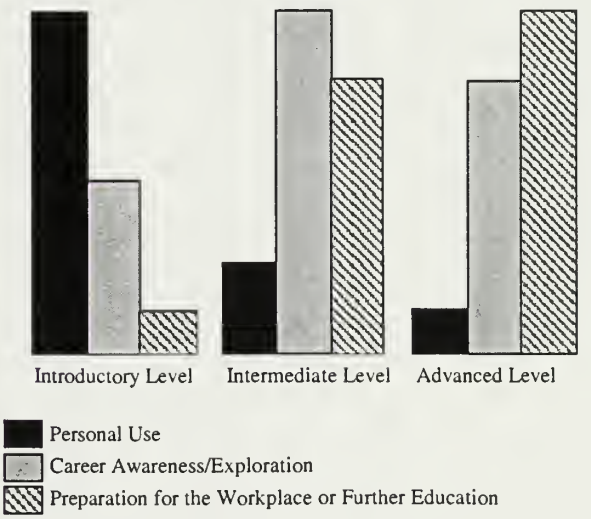
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

Intermediate level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



©Alberta Learning, Alberta, Canada

CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

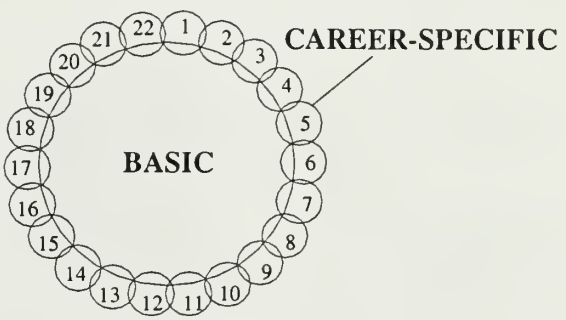
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



©Alberta Learning, Alberta, Canada

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ →
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/ schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/ schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/ planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ learns a range of problem-solving skills and approaches			
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

©Alberta Learning, Alberta, Canada

Stage 1— *The student:*	Stage 2— *The student:*	Stage 3— *The student:*	Stage 4— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required

★**Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

CAREER TRANSITIONS

B. STRAND RATIONALE AND PHILOSOPHY

Career Transitions, a strand in Career and Technology Studies, focuses on helping students recognize the relevance of schooling and to make a smooth transition from secondary school to the world of work or to further training and/or education. Key themes include Career Readiness, Leadership, Career Extensions, Career Credentials, Job Safety Skills and Client Service.

Career Transitions has the potential to create meaningful educational experiences for today's high school students. It supports integration across curricular areas and partnerships in which students, schools, businesses and the community can work together toward common goals.

Each Career Transitions course promotes the development of independent thinking and decision-making skills. As well, the courses encourage the abilities and flexibility required to adapt to new situations, including the pursuit of career advancement opportunities and changes in career paths. Career Transitions also helps students recognize the relevance, transferability and applicability of competencies they have developed in other courses and through hobbies, interests or work.

Students participating in Career Transitions are encouraged to set realistic career goals and to increase their motivation to succeed in courses that are related to these goals. Career Transitions helps students determine what employers and others expect of prospective employees, and encourages students to actively work to meet their own and others' expectations. Contact with role models in the work setting can provide accurate information about the training and pretraining requirements of occupations and the availability and use of up-to-date technology.

Within the philosophy of Career and Technology Studies, *students* in Career Transitions *will:*

- analyze the job market and societal trends, and relate them to personal career plans
- explore selected occupations indepth
- demonstrate successful job search, job acquisition and maintenance skills
- understand the concept of job termination
- develop acceptable work habits and positive attitudes toward work
- identify and discuss the expectations and the rights and responsibilities of employers and employees
- recognize and develop a positive attitude towards safety and safe workplace practices

©Alberta Learning, Alberta, Canada

- identify and understand legislation and regulations that govern employers and employees
- understand the relationships among the individual worker, the employer, organized labour and the government
- recognize and develop leadership and client service skills
- apply leadership and client service theory and skills in a variety of contexts
- explore the relationship between education, training and career advancement
- develop and demonstrate project management skills
- make a smooth transition between schooling and the world of work
- attain externally recognized credentials, where available.

©Alberta Learning, Alberta, Canada

STRAND ORGANIZATION

THEMES

The courses within this strand are identified in the following themes:

- Career Readiness
- Leadership
- Career Extensions
- Career Credentials
- Job Safety Skills
- Client Service.

The courses within each theme provide students with the flexibility to refine and enhance the competencies they are developing in one or more of the career-specific strands.

Career Readiness

Courses within the Career Readiness theme focus on career planning and career development.

Career planning helps students identify and understand their values, interests, skills and aspirations. Researching career paths and occupations allows students to make informed choices as a part of their career-planning process. Job search and acquisition skills are developed and students discover that understanding employer expectations, writing targeted résumés and developing interview skills have lifelong value. In addition, students recognize and develop skills that allow them to advance within selected career paths.

Career development helps students to develop the knowledge, skills and positive attitudes that will help to enhance their marketability in the community and the workplace.

Leadership

The Leadership theme introduces students to the principles and practices of leadership. Students may select courses that focus on personal, group and organizational leadership and/or leadership competencies relating to student governance and school–community governance.

Career Extensions

Within the Career Extensions theme are project courses that students may use to develop project design and project management skills, and to expand and enhance learning of components of other CTS strands.

Career Credentials

The five practicum courses that comprise the Career Credentials theme provide students with the opportunity to obtain Career Transitions strand credits while working toward attaining an externally developed and recognized credential relating to a CTS strand. Credentials students can attain and their sponsoring organization are listed in Section H.

These practicum courses cannot be used to obtain an apprenticeship-related credential by students enrolled in Registered Apprenticeship Program courses.

Job Safety Skills

Courses within the Job Safety Skills theme provide students with the opportunity to develop a better understanding of safety and competencies relating to personal safety management, workplace safety practices and safety management systems.

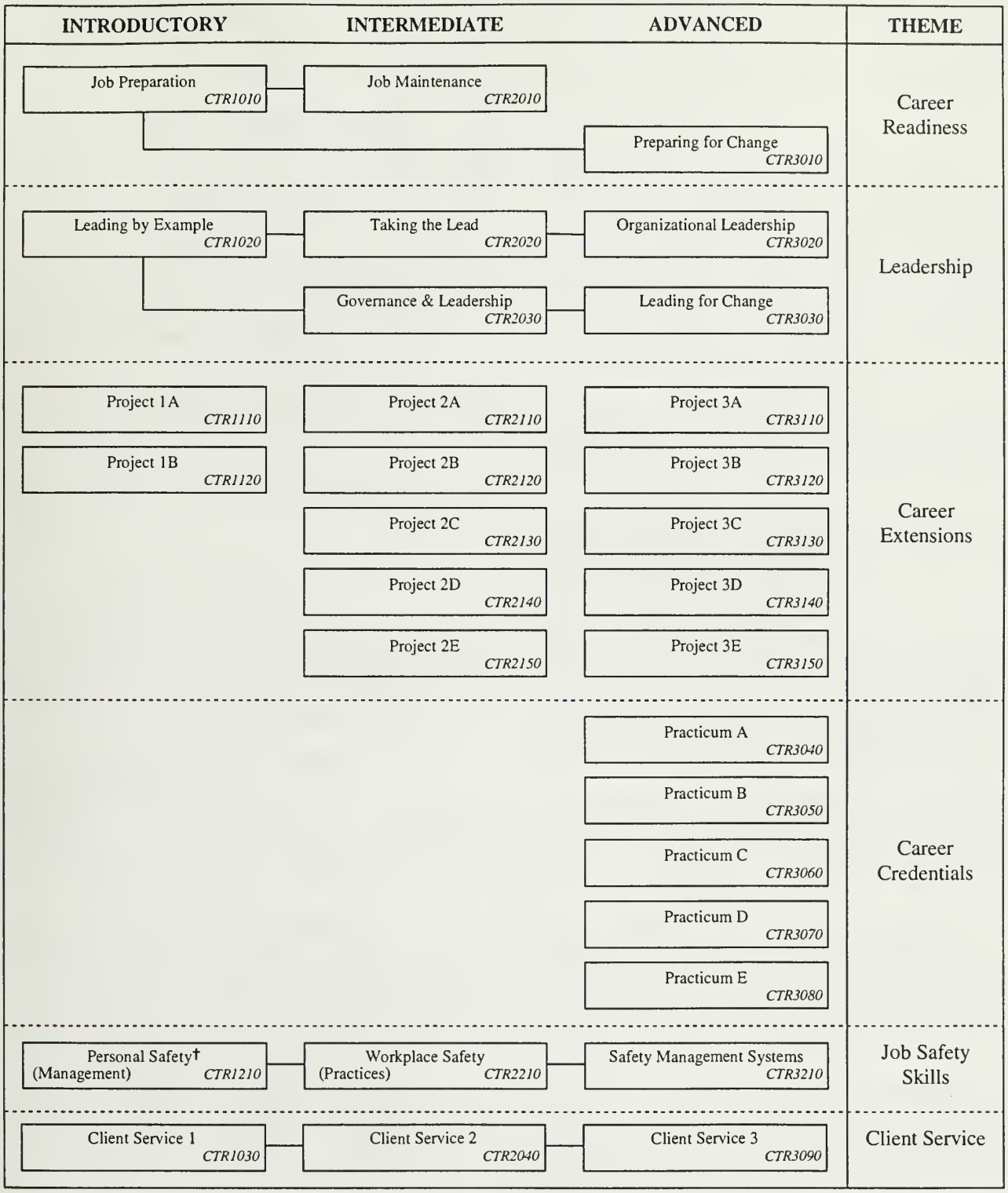
Students successfully completing courses within the Job Safety Skills theme may attain a credential recognized by the Ministry of Human Resources and Employment.

Client Service

The three Client Service courses enable students to develop knowledge, skills and an appreciation of the value and importance of client service in any occupational or volunteer sector.

©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada



——— Prerequisite

† Course is also offered in Community Health.

©Alberta Learning, Alberta, Canada

COURSE DESCRIPTIONS

Course CTR1010: Job Preparation
Students develop successful employment search skills and a personal employment search portfolio.

Course CTR1020: Leading by Example
Students develop awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan.

Course CTR1030: Client Service 1
Students are introduced to the principles and practices of client service. The learning acquired through other CTS courses is extended and enhanced, and opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other completed courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR1110: Project 1A
Course CTR1120: Project 1B
Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Course CTR1210: Personal Safety (Management)
Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

Course CTR2010: Job Maintenance
Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations.

Course CTR2020: Taking the Lead
Students compare basic theories and styles of leadership, and demonstrate leadership in a school, workplace or community context.

Course CTR2030: Governance & Leadership
Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

Course CTR2040: Client Service 2
Students expand on the principles and practices of client service previously developed. The learning acquired by students in CTR1030 Client Service 1 is extended and enhanced, and additional opportunities are provided for students to develop client service abilities by applying and integrating, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR2110: Project 2A
Course CTR2120: Project 2B
Course CTR2130: Project 2C
Course CTR2140: Project 2D
Course CTR2150: Project 2E
Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Course CTR2210: Workplace Safety (Practices)
Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.

Course CTR3010: Preparing for Change
Students develop knowledge and skills relating to the changing labour market, and relate these changes to analyzing and refining personal career plans.

Course CTR3020: Organizational Leadership
Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

©Alberta Learning, Alberta, Canada

Course CTR3030: Leading for Change
Students investigate change and decision-making processes used in the school and/or community. They construct, propose and initiate the use of a project planning model to affect change.

Course CTR3040: Practicum A
Course CTR3050: Practicum B
Course CTR3060: Practicum C
Course CTR3070: Practicum D
Course CTR3080: Practicum E
Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies courses, previous practicums and other experiences.

Course CTR3090: Client Service 3
Students are introduced to the principles and practices of client service. The learning acquired through other CTS courses is extended and enhanced, and opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Course CTR3110: Project 3A
Course CTR3120: Project 3B
Course CTR3130: Project 3C
Course CTR3140: Project 3D
Course CTR3150: Project 3E
Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Course CTR3210: Safety Management Systems
Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.

©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Career Transitions strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and courses will be offered in a particular school, and will combine 1-credit CTS courses into multiple-credit CTS offerings.

Each 1-credit course was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each course.

A multiple-credit CTS offering will usually consist of 1-credit courses primarily from the same strand but, where appropriate, may include courses from other CTS strands. Refer to the *Guide to Education: ECS to Grade 12* (Appendix 1) for more information on course names and course codes.

Course selection and sequencing should consider the course parameters, which define:

- prerequisite(s)
- supporting course(s) (other CTS courses that may enhance the learning opportunity if offered with the course)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized

The course parameters are defined in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select courses that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and within each 1-credit course.

Assessment of student achievement on the basic competencies is integrated throughout the other general outcomes. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the course. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

©Alberta Learning, Alberta, Canada

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

A suggested emphasis for each general outcome has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each general outcome and the student grade.

Unless otherwise provided as part of an authorized resource, specific assessment tools should be developed by the student in consultation with the teacher. Some sample assessment tools are included in Section G (Assessment Tools) of the *Guide to Standards and Implementation* available for each strand. Some guidelines for assessing student achievement in each theme are described below.

Career Readiness Course Assessment

Each of the three Career Readiness courses should assess the following components:

1. In-class component. The knowledge, skills and attitudes appropriate to preparing for the exploration of job and career opportunities.

2. Workplace component. The student's ability to appropriately apply competencies demonstrated in the in-class component.

The following chart provides a guideline for determining a grade for student achievement:

Proposed % Emphasis for Grading Purposes	Components	
	In-class Component	Workplace Component
Introductory Level	40–60	60–40
Intermediate Level	30–50	50–70
Advanced Level	20–30	70–80

Career Extensions Course Assessment

Each course should assess the following components:

1. Specific competencies defined within the project.

2. Project management competencies.

The following chart outlines the increasing level of expectation for student performance as they access the CTS project courses.

Phases	Intro. Level	Interm. Level	Adv. Level
Project Definition			
• Proposing	xxx	xxxx	xxxxx
• Planning	xx	xxx	xxxxx
Project Management			
• Implementing	x	xx	xxx
• Monitoring	xx	xxx	xxxx
Project Completion			
• Presenting	xx	xxx	xxxx
• Assessing	xx	xxx	xxxx

x = minimal emphasis
xx = moderate emphasis
xxx = high emphasis
xxxx = very high emphasis
xxxxx = maximum emphasis

The following chart provides a guideline for determining a grade for student achievement.

Proposed % Emphasis for Grading Purposes	Elements of a Career Extension	
	Competencies Defined with the Project	Competencies in Project Management
Introductory Level	70–80	20–30
Intermediate Level	60–70	30–40
Advanced Level	50–60	40–50

©Alberta Learning, Alberta, Canada

Career Credentials: Practicum Course Assessment

Each course may be assessed in a combination of the following:

1. Teacher assessment of the student's attainment of general and specific outcomes.
2. External trainer's/credentialer's assessment of the student's competencies, i.e., did the student earn the credential?

A student may be assessed by the teachers as completing a practicum course successfully; however, the student may not, in the trainer's assessment, have met the requirements to be awarded the credential.

Leadership and Job Safety Skills Course Assessment

Assessing the student's competency is a process of gathering information by way of observations of process, product, student interaction and student leadership.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

The relative weighting, or emphasis, for each assessment standard has also been established. The weighting is a guideline to help teachers determine a percentage grade for students.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a course qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 2) for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Refer to Section I (Learning Resource Guide) to obtain directions for accessing up-to-date information about learning resources that have been identified to support the delivery of CTS courses in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected courses and include the following components?

- Why take this course?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

©Alberta Learning, Alberta, Canada

PLANNING FOR CAREER TRANSITIONS

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver courses from the Career Transitions strand.

Selecting Courses

The scope and sequence chart in Section B provides an overview of the Career Transitions courses, indicating prerequisites and theme areas. Brief descriptions of the courses follow the scope and sequence chart in Section B.

CTS courses within each theme provide opportunities for students to refine and enhance the competencies they are developing in one or more of the career-specific CTS strands through a specific application or project. These courses enable students to apply their learnings in a variety of contexts, allowing them to improve their level of competence through practice and application. Courses in this strand may be taken in isolation from other CTS strands, or in combination with courses in any strand. Suggestions about how these courses could be used to complement and enhance the competencies developed within a specific strand are outlined in the *Guide to Standards and Implementation* for each strand.

At the teacher's discretion, selected Career Transitions courses may be offered to junior high school students.

At the senior high level, the Career Transitions courses shown in the Career Transitions scope and sequence chart may be offered by schools as a 3-credit course, or they may be grouped together with courses from other strands as 3-, 4-, 5- or 6-credit courses.

Identifying Linkages

Section H of this Guide describes linkages within CTS and with other programs.

Note that project courses from the Career Transitions strand may be combined with courses from other strands to provide increased opportunity for students to develop expertise and refine their competencies. Project courses are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

Improving Smooth Transitions to the Workplace and/or Related Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

©Alberta Learning, Alberta, Canada

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Career Transitions.

Introductory level courses help students build daily living skills and form the basis for further learning. Introductory courses are developed for students who have no previous experience in the strand.

General outcomes define the competencies a student must demonstrate to achieve success in a course. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the general outcomes.

Specific outcomes provide a detailed framework for instruction to help students build the competencies defined in the general outcomes. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Course CTR1010: Job Preparation D.3
Course CTR1020: Leading by Example D.7
Course CTR1110: Project 1A D.11
Course CTR1120: Project 1B D.11
Course CTR1210: Personal Safety (Management) D.13
Course CTR1030: Client Service 1 ..... D.19

©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

MODULE CTR1010: JOB PREPARATION

Level: Introductory

Theme: Career Readiness

Prerequisite: None

Module Description: Students develop successful employment search skills and a personal employment search portfolio.

Notes: The CTR1010 Job Preparation module:

- may be linked with modules from the Career Readiness theme, other themes within the Career Transitions strand or with modules from other CTS strands
- is a prerequisite to the first Work Experience course (15, 25 or 35) taken by a student
- may be taken as a 1-credit course addition to the Career and Life Management (CALM) 20 course providing that students have access to the additional time needed to develop the module learner expectations, to the assessment standards specified, for this module. Students enrolled in CALM 20 and this module concurrently must be advised that, to receive credits in both, they will be expected to meet the learner expectations specified in the CALM 20 course and the CTR1010 Job Preparation module.

Module Parameters: Students should be provided with opportunities for extensive experiential learning including contact with employers, career development practitioners and others having current knowledge and experience in hiring recent high school graduates and/or in preparing them to enter the changing workplace.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and develop knowledge, skills and attitudes appropriate for conducting successful employment searches • communicate in the language in which business is conducted	*Assessment of student achievement should be based on:* • completing documentation and demonstrating competence in the job search process: – self-assessment profile – an application form – a covering/introductory letter – a résumé – a job interview	 10 10 10 10 10

©Alberta Education, Alberta, Canada

MODULE CTR1010: JOB PREPARATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare a personal employment search portfolio	• completeness of a personal employment search portfolio	10
• use technologies, tools and information systems appropriately for job preparation	• identifying and describing: – safe/unsafe work situations – WHMIS symbols – injury accident reporting procedure – role of Occupational Health and Safety – role of Workers' Compensation Board – purpose of Employment Standards Code. *Assessment Tool* *CTR1010/2010/3010: Career Readiness Modules*	5 5 5 5 5 5 5
	• successful completion of a role play or work skills simulation activity.	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Employability Skills	*The student should:* • identify personal reasons for exploring career options • show a self-assessment profile based on personal interests, values, aptitudes and abilities • define the terms: – job – occupation – career • select one or two occupations to explore • compile the following information about each occupation: – description of entry-level jobs – entry-level skills required	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Employability Skills (continued)	*The student should:* • describe the steps of an effective job search: – getting ready – finding suitable job leads – marketing your skills – dealing with job search disappointments – wrapping up your job search • analyze several application forms and identify questions as appropriate or inappropriate according to human rights legislation • complete and present the following: – application form for a specific job – covering/introductory letter – current résumé • identify the elements of a letter of recommendation and a letter of reference • describe the importance and the purpose of a job interview • list appropriate responses to sample interview questions • demonstrate effective interviewing skills and be able to use appropriate language.	
Expectations, Rights and Responsibilities	• list personal job expectations • identify Occupational Health and Safety requirements of selected jobs • describe "Workplace Hazardous Materials Information System": – explain WHMIS – identify WHMIS symbols and explain their meaning – identify employer responsibilities regarding WHMIS – identify employee responsibilities regarding WHMIS – describe availability of WHMIS certification	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Expectations, Rights and Responsibilities (continued)	*The student should:* • explain how the Employment Standards Code applies in the following areas: – minimum wages – hours of work and overtime – hours of rest – vacations and vacation pay – holidays – termination of employment – employment of adolescents and young persons • identify and explain the key guidelines of the Alberta Work Experience Education policy • explain how Workers' Compensation applies to Alberta Work Experience Education students.	
Transition	• explain the role of secondary education as a transition to the world of work or to further education • explain how the following are means of exploring careers: – job shadowing – mentoring – work study – work experience – cooperative education • describe how exploration may be a positive or a negative experience • identify the hidden job market • identify the education and training requirements of entry-level jobs in a selected career field • prepare and present an employment portfolio • demonstrate competencies in applying specified knowledge and skills required by employers in a selected career field.	Role-playing activities and/or a workplace simulation project may prove useful in developing selected career field competencies.

©Alberta Education, Alberta, Canada

MODULE CTR1020: LEADING BY EXAMPLE

Level: Introductory

Theme: Leadership

Prerequisite: None

Module Description: Students develop awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan.

Module Parameters: No specialized equipment or facilities are required.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• define concepts, terms and practices relating to leadership	• demonstrating an understanding of leadership concepts, terms and practices	20
• develop a plan to demonstrate leadership by example behaviours • demonstrate leadership abilities as outlined in the plan	• creating an appropriate plan including: – goals – objectives – implementation strategies – evaluation guidelines	30
	• displaying leadership behaviours including: – accountability – initiative – communication – decision making. *Assessment Tool* *CTR1020/2020/3020: Leadership Modules*	50
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Terms and Concepts	*The student should:* • define terms relating to leadership including: – leadership – power – influence – authority • distinguish between the following pairs of concepts: – achieved leadership/ascribed leadership – formal leadership/informal leadership.	
Leadership Described	• identify and describe examples of leadership behaviour demonstrated by: – self – others • explain why leadership may/may not be situational based • describe leadership behaviours performed in specific contexts and in specific situations • explain why leadership behaviours appropriate in one context or situation may be inappropriate in other contexts or situations • describe strategies used by self and others to influence others.	A variety of contexts should be explored; e.g., • home/family • school • community • workplace. Videotaped examples and/or role playing will help distinguish among different aspects of leadership behaviours.

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Goal Setting	*The student should:* • define and distinguish between: – goals – objectives • identify and explain processes used to set goals and objectives • explain and demonstrate brainstorming • define the following terms and describe the relationship among goals/objectives and: – motivation – achievement – success – ambition • describe strategies and instruments available to assess achievement and success.	
Needs Theory	• identify and describe needs theory; e.g., Maslow's Hierarchy of Needs, Herzberg's Motivation – hygiene theory • describe why people may join groups; e.g.; – clubs – teams – political parties – volunteer groups • identify and explain challenges faced by: – leaders – followers.	
Problem Solving	• identify and explain various models for problem solving • explain how models assist the problem-solving process • describe the relationships among: – problem solving – decision making – feedback/feedback loops.	

©Alberta Education, Alberta, Canada

MODULE CTR1020: LEADING BY EXAMPLE (continued)

Concept	Specific Learner Expectations	Notes
Leading by Example	*The student should:* • show a plan that includes goals, objective and strategies to assess achievement and success of the plan • demonstrate individual or group leadership behaviour in a selected, teacher-approved context or situation by implementing the plan • describe the outcome(s) of the plan • list recommendations as to how the plan or assessment strategies could be improved for future use.	The student may contract with the teacher to provide leadership to a class, school or community project.

©Alberta Education, Alberta, Canada

MODULE CTR1110: PROJECT 1A
MODULE CTR1120: PROJECT 1B

Level: Introductory

Theme: Career Extensions

Prerequisite: None

Module Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Module Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project including project: – proposal – management – completion – assessment – presentation. *Assessment Tool* *CTR Project: Career Extensions Modules*	 20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes★
Project Definition	*The student should:* • identify a project • prepare a project plan: – clarify the purpose of the project – define project deliverables – specify project timelines – define resource needs, e.g., materials, finances, support network • define assessment standards (indicators for success) • present project proposal for approval.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the product or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

★*Refer to the* Guide to Standards and Implementation *for the particular strand for suggestions about how project modules could be used to complement and enhance the learning.*

©Alberta Education, Alberta, Canada

MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT)

Level: Introductory

Theme: Job Safety Skills

Prerequisite: None

Module Description: Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

Module Parameters: Access to personal protective equipment and emergency first aid materials; access to safety specialists and certificated first aid instructors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe: – health and safety stakeholders – legislation relating to health and safety – hazards; e.g., in offices – careers in safety	• report or presentation on occupational health and safety, including: – health and safety stakeholders – legislation relating to health and safety – hazards; e.g., offices – careers in safety. *Assessment Tool* *CTSPRE: Presentations/Reports*	 5 5 10 5
• demonstrate basic health and safety practices including: – burn prevention – use of personal protective equipment (PPE) – back care	• presenting a personal health and safety plan and demonstrating safe practices: – burn protection – personal protective equipment – back care. *Assessment Tool* *Basic Competencies Reference Guide* *CTSPRE: Presentations/Reports*	 10 10 10
• develop and implement a personal health and safety plan	• meeting the standards specified on a test based on: – Workers' Compensation Board – Occupational Health and Safety – Workplace Hazardous Materials Information System – Materials Safety Data Sheets. *Assessment Tool* *CTR1210/2210/3210: Job Safety Skills Modules* *CTR1210–3: Occupational Health and Safety Multiple Choice Test*	20

©Alberta Education, Alberta, Canada

MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • successfully complete a course in emergency first aid (EFA) • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • successful completion of an EFA course • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	25 Integrated throughout

Concept	Specific Learner Expectations	Notes
Stakeholders	*The student should:* • define stakeholders and identify them in the context of workplace and worker safety • define worker and employer • describe the rights and responsibilities of workers and employers • explain the role of Workers' Compensation Board (WCB) • describe the procedure for filing a claim • complete a claim form • accurately complete report, using WCB accident forms: employer and employee.	Use resource persons from WCB, an injured speaker. Use actual claim scenarios.
Legislation	• identify information sources about health and safety related to the workplace • explain the responsibility of each major stakeholder in a typical workplace • identify general and specific information in the legislation regarding major topics.	Obtain from Queen's Printer: • General safety regulations • *Occupational Health and Safety Act.*

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Terms and Procedures	*The student should:* • describe the three phases of dealing with a hazard (identification, evaluation and control) • explain and use terms related to health and safety; e.g., hazard, risk, accident, injury • explain the progressive steps in a prevention strategy (hazard, exposure, injury).	
Commitment	• demonstrate a proactive personal commitment toward improvement of health and safety.	
Costs	• identify the direct and indirect costs of injuries to Alberta workers • explain the reasons why young workers have a disproportionate claim rate.	
Workplace Hazardous Materials Information System (WHMIS)	• define and explain the basic purpose of WHMIS legislation • identify ways workers can receive information about chemical hazards • explain how: – hazardous chemicals can enter the body – principle routes of entry into the body • identify specific information found on a Material Safety Data Sheet (MSDS).	Reference: *WHMIS Handbook.*
Hazards	• define health and the aims of occupational health • identify and describe the following categories of occupational hazards: – physical – biological – chemical – attitudinal • list and explain internal and external factors affecting a worker's health status • identify and list potential hazards found in the home, in school or in a workplace.	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Workplace Safety	*The student should:* • identify and list hazards within a work environment; e.g.: – office – construction site – retail – child care centres – health centres – fitness centres • describe potential consequences of hazards left unattended • explain appropriate corrective actions • demonstrate ability to communicate information appropriately about a hazard and hazard prevention practices to others; e.g., teacher, parent, employer, employees • develop a plan to safely address potential hazards found in a selected workplace.	Use video: *Office Safety: It's a Jungle in There.*
Burn Prevention	• explain the types and operation of smoke and heat detectors • explain the role of detectors in preventing burn injuries or death • explain the need for sprinkler systems and their role in reducing injuries, damage and death • design an emergency fire escape route for home, school or workplace.	

©Alberta Education, Alberta, Canada

MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)

Concept	Specific Learner Expectations	Notes
Personal Protective Equipment	*The student should:* • identify and match specific types of personal protective equipment (PPE) to specific hazards • distinguish the specific uses of safety gloves, goggles and face shields • describe the two types of PPE available to protect against hearing loss • describe the two types of respirators and explain when each should be used • list kinds of fall protection devices • identify and list different types of special protective clothing and equipment specific to a work site.	Each trade may have specific PPE. Consult with tradespersons, local business, Occupational Health and Safety (OH&S) and WCB personnel.
Back Care	• label major regions and structures of the spinal column • define chronic and acute back injuries • list major causes of back problem • identify common back disorders • demonstrate appropriate body mechanics for lifting, moving, etc. • identify the advantages of participating in a back maintenance program.	
First Aid	• participate in a recognized emergency first-aid course including CPR; e.g., St. John or Red Cross.	Various certification programs are available. First-aid certification is normally valid for two years only. Consult with St. John or Red Cross agency. See Community Health CMH2120: First Aid/ CPR.
Careers in Safety	• identify and describe potential career paths relating to workplace safety.	Consult with WCB, OH&S, safety and health care professionals.

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

COURSE CTR1030: CLIENT SERVICE 1

Level: Introductory

Theme: Client Service

Prerequisite: None

Description: Students are introduced to the principles and practices of client service. The learning acquired through other CTS courses is extended and enhanced, and opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other completed courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Parameters: This course must be linked to other CTS courses from within the Career Transitions strand or any other CTS strand. It may be delivered on campus, off campus or through a combination of both. Facility and teacher requirements to deliver this course are determined by the parameters specified for the CTS course to which this Client Service course is linked.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • define "client service" and explain the relationship between "client" and "service" • identify and describe the scope of client services available to clients • demonstrate and record basic client services, including: – applications of competencies learned in other courses – communication skills – safety practices	*Assessment of student achievement should be based on:* • a description and rating of student performance of individual client service tasks. *Assessment Tool* *Individual Client Service Assessment Tool* *Standard* *Perform all tasks to a standard of 2 on the rating scale* • a logbook record that includes: – number of client services delivered – types of client services delivered – linkages to previously completed courses – indicators of client satisfaction – reflections and recommendations. *Assessment Tool* *Client Service Logbook* *Standard* *All sections have been completed accurately*	10 10 80

©Alberta Learning, Alberta, Canada

COURSE CTR1030: CLIENT SERVICE 1 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Client Service Defined	*The student should:* • define "client service" • explain the relationship between "client" and "service" • identify and describe the similarities and differences between internal clients and external clients.	
Client Service Communication	• demonstrate effective face-to-face communication with clients • use language (jargon) appropriate to the workplace • respond appropriately to praise, complaints and criticism.	
Professionalism	• identify and describe professional behaviour appropriate to the selected work area • dress appropriately for the work to be performed • demonstrate respect and courtesy for clients • focus on the task at hand without distraction.	
Safety	• identify and demonstrate health, safety and sanitation practices appropriate to the selected work area • use appropriate tools for each task • follow directions and manufacturer's instructions	Consider encouraging students to enroll in one or more Job Safety Skills courses.

©Alberta Learning, Alberta, Canada

Concept	Specific Outcomes	Notes
	The student should: • put safety clothing and personal protective equipment, as appropriate: – on self – on clients • follow the employer's safety code • identify, interpret and respond appropriately to safety signs and symbols.	
Environmental Awareness	• dispose of waste and unwanted materials in an environmentally safe manner • identify and describe, where appropriate, the purpose of an environmental charge when selling/installing selected products.	For example, a $4 per tire environmental charge is added to the cost of purchasing new tires.
Quality Control/ Quality Assurance	• identify industry/sector standards for the selected work area • perform tasks to the standards specified • identify factors—low standards—affecting client satisfaction.	Standards may include: • time, tolerances • appearance • quality.
Serving Clients	• apply competencies learned in other courses to a variety of client service situations • identify and explain current client service abilities and limitations • use appropriate resources to provide specified client services • demonstrate acceptable levels of client service • maintain a detailed record of client services delivered.	Encourage students to respond to the following questions: • "What can I do to meet clients' needs?" • "What client service skills would I like to develop?"
Client Service Management	• define and describe the relationships, as appropriate to the selected work area, among: – costs – work orders – wastage	

©Alberta Learning, Alberta, Canada

Concept	Specific Outcomes	Notes
	The student should: • identify and list all resources needed to perform a task, provide a service or complete a product/ project related to the selected work area • calculate the costs of completing the task, service, product or project.	Resources may include: • materials and supplies • labour • expected wastage • overhead costs.

©Alberta Learning, Alberta, Canada

COURSE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Career Transitions.

Intermediate level courses help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Course CTR2010:	Job Maintenance	E.3
Course CTR2020:	Taking the Lead	E.7
Course CTR2030:	Governance & Leadership	E.9
Course CTR2110:	Project 2A	E.13
Course CTR2120:	Project 2B	E.13
Course CTR2130:	Project 2C	E.13
Course CTR2140:	Project 2D	E.13
Course CTR2150:	Project 2E	E.13
Course CTR2210:	Workplace Safety (Practices)	E.15
Course CTR2040:	Client Service 2	E.19

©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

MODULE CTR2010: JOB MAINTENANCE

Level: Intermediate

Theme: Career Readiness

Prerequisite: CTR1010 Job Preparation

Module Description: Students acquire knowledge about workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and develop knowledge, skills and attitudes appropriate to acquiring and maintaining employment	• listing and describing: – employability skills – personal competencies – competencies employers require in a selected career area. *Assessment Tool* *Basic Competencies Reference Guide*	20 20 20
• identify and describe employment support agencies, employment centres and employment legislation	• explaining how each of the following help people to acquire/maintain employment: – Alberta Labour – Alberta's Apprenticeship Division – Canada Employment Centres – Career Development Centres. *Assessment Tool* *CTR1010/2010/2010: Career Readiness Modules*	10 10 10 10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Employability Skills	*The student should:* • identify the knowledge, skills and attitudes most valued by employers (in relation to a specific occupation): – academic • communication skills • thinking skills • learning skills – personal management skills • positive attitudes and behaviours • responsibility • adaptability – teamwork skills • working with others • identify and assess personal skills and attitudes in relation to those most valued by employers.	
Expectations, Rights and Responsibilities	• describe an ideal work situation in relation to a selected occupation • identify strategies to deal with conflict in the workplace • identify and discuss possible reasons for job termination • explain the differences in the following types of job termination: – quit – resigned – laid off – fired – voluntary severance • describe workplace ethics • identify and list the services provided by: – Labour Employment Standards Branch – Occupational Health and Safety – Workers' Compensation Board – Apprenticeship and Industry Training Division – Canada Employment Centres – Alberta Career Development Centres	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Expectations, Rights and Responsibilities (continued)	*The student should:* • identify how the Employment Standards Code applies to: – employee benefits – maternity/paternity leave – severance pay.	
Transition	• identify transferable career skills that have been developed • identify employment opportunities within selected occupation(s) • identify possible career paths within a selected business or industry and present an overview of training and/or education required to advance in the various career paths.	

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

MODULE CTR2020: TAKING THE LEAD

Level: Intermediate

Theme: Leadership

Prerequisite: CTR1020 Leading by Example

Module Description: Students compare basic theories and styles of leadership, and demonstrate leadership in a school, workplace or community context.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• compare theories and styles of leadership	• demonstrating the advantages and disadvantages of selected theories and styles of leadership. *Assessment Tool* *CTR1020/2020/3020: Leadership Modules*	40
• demonstrate the ability to lead others	• displaying leadership behaviours, including: – consensus seeking – conflict management – effective group dynamics. *Assessment Tool* *CTR1020/2020/3020: Leadership Modules*	60
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

MODULE CTR2020: TAKING THE LEAD (continued)

Concept	Specific Learner Expectations	Notes
Group Dynamics	*The student should:* • identify and describe why groups form • list and describe dimensions of different groups • explain group dynamics • describe and explain how leaders: – lead groups – evolve in groups • explain and demonstrate consensus seeking and conflict management in a group situation • describe defence mechanisms found in and among groups: – personal defence mechanisms – group defence mechanisms • define apathy • demonstrate strategies for handling apathy: – within a group – of a group.	
Leadership Theories	• identify theories of leadership; e.g.: – classical – contingency – systems • describe the key elements of each theory identified • describe context in which each theory of leadership was applied • identify contexts in which each theory may be appropriately applied.	Current theories may include elements from two or more traditional theories.
Leadership Styles	• explain the concept of leadership style • identify and explain different styles of leadership • describe research on leadership styles; e.g., Hersey and Blanchard's • explain the purpose of delegation and the challenges faced by leaders when they delegate • describe contexts in which each style of leadership may be appropriately used.	
Taking the Lead	• demonstrate the ability to lead others to attain a stated goal • evaluate the success of leadership behaviours demonstrated.	A work skills simulation project or other timed project requiring leadership may be selected.

©Alberta Education, Alberta, Canada

MODULE CTR2030: GOVERNANCE & LEADERSHIP

Level: Intermediate

Theme: Leadership

Prerequisite CTR1020 Leading by Example

Module Description: Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe and explain the purpose of a governance structure	• identifying the components and describing the role of a governance structure. *Assessment Tool* *CTR1020/2030/3030: Leadership: Governance Modules*	10
• participate in leadership activities within a school, volunteer agency or a community governance structure	• level of participation in various governance activities. *Assessment Tool* *CTR1020/2030/3030: Leadership: Governance Modules*	40
• demonstrate leadership in a governance role	• exhibiting leadership behaviours in a governance role. *Assessment Tool* *CTR1020/2030/3030: Leadership: Governance Modules*	50
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Governance and Government	*The student should:* • define governance and government, and explain the relationship between the concepts • describe the application of governance structures affecting students • identify and describe the structures and positions in a governance structure: – its purpose or mission – goals and objectives – roles and responsibilities – methods for assessing outcomes.	Governance structures and contacts may be found in the home.
Meetings • Agendas • Roles and Responsibilities	• identify and describe the purpose of various types of meetings; e.g., formal, committee, informal • describe elements of effective meetings; e.g., planning leadership participation styles, communication strategies • list and describe the form and structure of an agenda • describe the purpose of an agenda • list and describe the roles and responsibilities of meeting: – chairperson – committee leaders – other meeting members – visitors – invited speakers/guests.	
Team Building	• describe the importance of team building • identify and describe possible individual behaviours in meetings • describe and demonstrate how the chairperson may: – increase task-directed behaviour – decrease disruptive behaviour – minimize stalling behaviour – encourage individual participation – establish a positive and effective team approach to student governance	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
• Synergy	*The student should:* • define synergy • describe potential positive and negative effects of achieving synergy • describe the relationship among synergy and: – problem solving – decision making – consensus building.	
Parliamentary Procedure	• explain the purpose of parliamentary procedure • list and define the basic vocabulary of parliamentary procedures • identify and distinguish among guides to parliamentary procedure; e.g., Robert's Rules, Duchesne's Rules • distinguish between incidental motions and privileged motions • list and describe order of precedence for different types of motions • describe the role of the parliamentarian or speaker in a formal meeting setting • participate in a formal meeting and follow parliamentary procedure • lead a meeting and ensure that parliamentary procedure is followed.	Visits to meetings of the school board, local council and provincial Legislature will help to clarify roles and procedures relating to parliamentary procedure. Use extensive role playing to develop student confidence and competence.
Governance and Administration	• describe and explain the relationship between a governance structure, its procedures and its administration • identify the strengths and the limitations among the governance structure, its procedures and its administration	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Governance and Administration (continued)	*The student should:* • propose: – ideas for enhancing the relationships among the governance structure, its procedures and its administration – strategies for implementing and assessing the outcomes of the enhancement strategies • demonstrate leadership in facilitating the piloting of enhancement proposals.	

©Alberta Education, Alberta, Canada

MODULE CTR2110: PROJECT 2A
MODULE CTR2120: PROJECT 2B
MODULE CTR2130: PROJECT 2C
MODULE CTR2140: PROJECT 2D
MODULE CTR2150: PROJECT 2E

Level: Intermediate

Theme: Career Extensions

Prerequisite: None

Module Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Module Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project, including project: – proposal – management – completion – assessment – presentation. *Assessment Tool* *CTR Project: Career Extensions Modules*	20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

MODULE CTR2110: PROJECT 2A
MODULE CTR2120: PROJECT 2B
MODULE CTR2130: PROJECT 2C
MODULE CTR2140: PROJECT 2D
MODULE CTR2150: PROJECT 2E (continued)

Concept	Specific Learner Expectations	Notes★
Project Definition	*The student should:* • identify a project • outline related issues and implications • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines; e.g., key decision points, consultation points – define resource needs; e.g., materials, costs, support network • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• proceed with the project as outlined by the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • assess the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

★*Refer to the* Guide to Standards and Implementation *for a particular strand for suggestions about how project modules could be used to complement and enhance the learning.*

©Alberta Education, Alberta, Canada

MODULE CTR2210: WORKPLACE SAFETY (PRACTICES)

Level: Intermediate

Theme: Job Safety Skills

Prerequisite: CTR1210 Personal Safety Management

Module Description: Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.

Module Parameters: Access to power supply company for high voltage display; access to assorted fire extinguishers and fire safety specialists/department.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe hazard assessments and controls • classify accidents and incidents and explain causation	• identifying in a given scenario: – hazards – accidents and incidents – causation – hazard controls. *Assessment Tool* *CTR2210–2: Scenario Assessment*	20 20
• define ergonomics and describe its relationship to workplace safety	• applying ergonomic controls to checklist standards. *Assessment Tool* *CTR2210–1: Ergonomics*	10
• demonstrate and describe standards/ legislated practices associated with workplace safety including: – farm/urban safety – fire safety – electrical safety – confined space safety – transportation of dangerous goods	• demonstrating competencies in: – fire safety (including operation of extinguishers) – electrical safety – farm safety – confined space safety – transportation of dangerous goods. *Assessment Tool* *CTR2210–3: Transporting Dangerous Goods Theory Test* *CTR2210–4: Fire Extinguishers Practical Test*	50

©Alberta Education, Alberta, Canada

MODULE CTR2210: WORKPLACE SAFETY (PRACTICES) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Hazard Assessment and Control	*The student should:* • identify the elements of workplace safety/risk management including monitoring, hazard identification, hazard analysis and risk control • differentiate between risk and hazard • identify risk control strategies used in a selected workplace: – pre-contact – contact – post-contact.	
Accidents and Incidents	• describe the difference between accident and incident • given a scenario, identify the cause of an accident or incident and develop a strategy on how it could have been avoided.	
Ergonomics	• define ergonomics • explain the role of ergonomics in the workplace • identify major ergonomic risk factors in a selected workplace: – people performance – job task – equipment – environment.	

©Alberta Education, Alberta, Canada

MODULE CTR2210: WORKPLACE SAFETY (PRACTICES) (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Workplace Safety Practices		
• Farm Safety	• identify and describe farm hazards	
	• describe the major causes of farm injuries	
	• outline a brief history of farm safety in Alberta	
	• list and explain the need for personal protective equipment required when working with pesticides, driving farm machinery, filling/ emptying grain bins, clearing and working barns (pigs, poultry, horses, cattle, etc.), welding, chainsaw work	
	• demonstrate emergency/crisis responses to various accidents and injuries	
• Fire Safety	• explain the need for fire safety legislation/ standards	
	• identify types and stages of fires; e.g.: – electrical – gasoline	
	• identify the elements of fire	
	• identify fire prevention methods	
	• identify fire extinguishing methods and their applications	
	• demonstrate the use of portable fire extinguishers	
	• demonstrate emergency procedures (operate alarm, who to call, escape routes, exits, etc.)	
• Electrical Safety	• identify potential electrical hazards at home, at school and in the workplace	
	• explain the need for lock out procedures on electrical equipment	
	• explain the procedures necessary to eliminate electrical hazards	
	• describe procedures for dealing with an accident involving electricity	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
• Confined Space Safety	*The student should:* • explain the need for confined space legislation and standards • identify confined spaces and how to recognize them • identify the hazards that may be associated with confined spaces and what tests should be completed before entering that confined space • describe a plan to be used before entering a given confined space	
• Transportation of Dangerous Goods (TDG)	• explain the need for TDG regulations • identify placards on trucks or railway cars • describe the role placards play in emergency responses • explain why properly prepared shipping documents must be readily available • identify areas of responsibility when transporting dangerous goods.	Access TDG Pocket Guides from local suppliers.

©Alberta Education, Alberta, Canada

COURSE CTR2040: CLIENT SERVICE 2

Level: Intermediate

Theme: Client Service

Prerequisite: CTR1030 Client Service 1

Description: Students expand on the principles and practices of client service previously developed. The learning acquired by students in CTR1030 Client Service 1 is extended and enhanced, and additional opportunities are provided for students to develop client service abilities by applying and integrating, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Parameters: This course must be linked to one or more CTS courses from within the Career Transitions strand, any other CTS strand or a combination of CTS strands. It may be delivered on campus, off campus or through a combination of both. Facility and teacher requirements to deliver this course are determined by the parameters specified for the CTS course to which this Client Service course is linked.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• distinguish between client needs and wants and be able to reconcile expressed needs with service needs	• a description and rating of student performance of individual client service tasks. *Assessment Tool* *Individual Client Service Assessment Tool*	20
• demonstrate and record advanced client services, including: – applications of competencies learned in other courses – ethical behaviour – sales ability – quality control – marketing – client service management	*Standard* *Perform all tasks to a standard of 3 on the rating scale*	60
	• a logbook record that includes: – number of client services delivered – types of client services delivered – linkages to previously completed courses – indicators of client satisfaction – reflections and recommendations. *Assessment Tool* *Client Service Logbook*	
• identify, explain and apply basic quality control principles and practices	*Standard* *All sections have been completed accurately*	10

©Alberta Learning, Alberta, Canada

COURSE CTR2040: CLIENT SERVICE 2 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify, explain and apply basic sales and marketing strategies • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	10 Integrated throughout

Concept	Specific Outcomes	Notes
Client Service Defined	*The student should:* • distinguish between client needs and client wants • explain the connection between needs identified by a client and the client's actual service needs.	In some contexts, clients may underestimate or overestimate their needs. Appropriate communication strategies should be used to communicate discrepancies.
Client Service Communication	• define "feedback" and explain its importance in a client service context • explain the similarities and differences between: – formal and informal feedback – verbal and nonverbal feedback • solicit feedback about services provided from clients, suppliers and others • identify and explain alternative strategies for responding to positive and negative feedback given by a client.	Use a variety of strategies to solicit feedback; e.g.: • enquiry method • body language • surveys. Feedback may include: • praise • criticism • complaints. Encourage students to think about two-way feedback from: • client to worker • worker to client.

©Alberta Learning, Alberta, Canada

Concept	Specific Outcomes	Notes
Professionalism	*The student should:* • show initiative and demonstrate enthusiasm when planning for and delivering client services • demonstrate a willingness to become a team player • work as a member of one or more teams.	
Safety	• read, interpret and follow manufacturer's instructions • describe situations where it may be appropriate to modify manufacturer's instructions while still protecting a client • employ appropriate client service safety practices.	Consider encouraging students to enroll in one or more Job Safety Skills courses. Company policy, local regulations or client needs may necessitate not following a manufacturer's instructions completely.
Environmental Awareness	• identify and explain environmental concerns relating to the selected work area • demonstrate concern for the environment.	Environmental concern may include the use of: • nonrenewable resources • toxic substances • endangered species of materials; e.g., mahogany.
Quality Control/ Quality Assurance	• define "quality control"/"quality assurance" • identify quality control principles and practices • identify existing and potential quality control problems • describe strategies that may be used to assess client satisfaction • assess client satisfaction using at least one strategy • respond appropriately to problem situations and feedback • perform tasks to the satisfaction of clients.	The two terms are often used interchangeably. The factors included in quality control/quality assurance will tend to vary depending upon the work area. The terms may be defined as: • the establishment and maintenance of standards; e.g., operation, production, service and interpersonal relationships, that satisfy internal and external client needs.

©Alberta Learning, Alberta, Canada

Concept	Specific Outcomes	Notes
Ethical Behaviour	*The student should:* • define "ethical behaviour" • identify and describe examples of ethical and unethical behaviour in the selected work area • explain the difference between intrinsic rewards and extrinsic rewards • describe examples of both types of rewards.	Invite a representative from the local Chamber of Commerce, Better Business Bureau or a local business to discuss the importance of ethics in business and the intrinsic and extrinsic rewards of ethical business behaviour.
Serving Clients	• apply competencies learned in other courses to a variety of client service situations • identify and explain current client service abilities and limitations • describe how current client service abilities can be enhanced • identify and demonstrate alternative client service strategies for achieving similar outcomes • use a variety of client service strategies and assess the relative advantages/disadvantages of each • demonstrate levels of client service acceptable to a majority of clients served • maintain a detailed record of client services delivered.	Have students discuss: • "What do I do well now?" • "How can I improve my client service abilities?" The number of alternative strategies will probably be related to the selected work area.
Sales Ability	• demonstrate knowledge of product, services or processes offered to clients • explain the relative advantages/disadvantages of alternative products, services or processes • recommend a specific product, service or process, based on an analysis of client needs and wants • be able to justify recommendations made • anticipate and be able to respond to client questions and concerns • complete transactions to client satisfaction.	

©Alberta Learning, Alberta, Canada

Concept	Specific Outcomes	Notes
Marketing	*The student should:* • define "marketing" • explain how marketing may be used to increase the number of clients served • define, in the context of the selected work area, "client base" and "target population" • explain why knowledge of client base and target population are important to business operators.	
Client Service Management	• define and describe the relationships, as appropriate to the selected work area, among: – contracts (written and verbal) – markups – estimates – inventory control – overhead costs • identify suppliers of resources to the selected work area and the resources they supply • describe what actions should be taken when resources run low.	Consider inviting a local legal advisor or business owner/ operator to discuss the complexities of managing a client service operation. Advise students of minimum inventory standards for the work area and procedures used to ensure that resources are available when needed.

©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

COURSE CURRICULUM AND ASSESSMENT STANDARDS:
SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Career Transitions.

> Advanced level courses demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Course CTR3010:	Preparing for Change	F.3
Course CTR3020:	Organizational Leadership	F.5
Course CTR3030:	Leading for Change	F.9
Course CTR3040:	Practicum A	F.13
Course CTR3050:	Practicum B	F.13
Course CTR3060:	Practicum C	F.13
Course CTR3070:	Practicum D	F.13
Course CTR3080:	Practicum E	F.13
Course CTR3110:	Project 3A	F.17
Course CTR3120:	Project 3B	F.17
Course CTR3130:	Project 3C	F.17
Course CTR3140:	Project 3D	F.17
Course CTR3150:	Project 3E	F.17
Course CTR3210:	Safety Management Systems	F.19
Course CTR3090:	Client Service 3	F.23

©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

MODULE CTR3010: PREPARING FOR CHANGE

Level: Advanced

Theme: Career Readiness

Prerequisite: CTR1010 Job Preparation

Module Description: Students develop knowledge and skills relating to the changing labour market, and relate these changes to analyzing and refining personal career plans.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze the role of government and labour unions in relation to employers and employees	• listing and describing labour-related issues regulated by: – federal government – provincial government – municipal government	 10 10 10
• gather and analyze appropriate labour market information related to selected occupations and incorporate the findings into a personal career plan	• explaining the roles played by: – labour unions – professional associations	 10 10
	• preparing and presenting a: – personal career plan – current employment profile. *Assessment Tool* *CTR1010/2010/3010: Career Readiness Modules*	 30 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Employability Skills	*The student should:* • explain the importance of networking in locating employment opportunities • prepare an updated personal résumé • complete and present a current personal employment portfolio.	
Expectations, Rights and Responsibilities	• identify and describe areas of federal, provincial and municipal regulation and control that affect selected businesses and industries • identify and describe the role of labour unions and professional associations for employees and employers • explain the concept of "labour negotiations" between employees and employers.	
Transition	• explain why changing jobs is a natural and essential step in pursuing career goals • describe the employment patterns that are emerging in relation to: – number of employees – length of employment – location of workers – types of employment • identify and describe job retraining programs and further education/training opportunities within a selected occupation(s) • demonstrate knowledge and skills in determining when retraining or further education is most appropriate • identify and explain how societal factors may affect an occupation • identify and discuss some of the major changes that have or are occurring within selected occupation(s) • identify sources of current labour market information • analyze current labour market information and predictions to identify employment trends within a selected occupation(s) • prepare and present a personal career plan that includes a plan for job training and/or post-secondary education.	

©Alberta Education, Alberta, Canada

MODULE CTR3020: ORGANIZATIONAL LEADERSHIP

Level: Advanced

Theme: Leadership

Prerequisite: CTR2020 Taking the Lead

Module Description: Students develop an understanding of the concept of organizations, and demonstrate leadership by establishing an organization and leading it to achieve a stated goal.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• explain the similarities and differences between leadership practices and management practices	• comparing and contrasting leadership and management practices. *Assessment Tool* *CTR1020/2020/3020: Leadership Modules*	20
• demonstrate leadership by establishing an organization, leading it to achieve a stated goal, and assessing the process and outcome	• initiating a leadership project. *Assessment Tool* *CTR1020/2020/3020: Leadership Modules*	30
	• developing the procedures and practices used to attain the goals for a leadership project. *Assessment Tool* *CTR1020/2020/3020: Leadership Modules*	50
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Organization(s)	*The student should:* • define and describe the concepts of: – being organized – an organization • identify and describe types of organizations and their structures • explain how and why the structure(s) of organizations – differ – may be changed • distinguish among an organization's: – mission statement – vision – goals – objectives.	Relate to the home, the school and to the community. Consider current usage of terms, e.g., • flattening • downsizing • outplacing
Leadership and Management	• distinguish between roles played and tasks performed by leaders and managers • define and give examples of "delegation" as a leadership behaviour • explain why authority may be delegated but responsibility may not.	Consider roles and tasks within a variety of contexts including: • the home • the school • in for-profit organizations • in volunteer organizations.
Project Management • Stress • Time	• identify elements within a project that may need managing; e.g.: – time – personnel – other resources – stress • describe strategies/models for managing project elements; e.g., PERT • identify and describe causes of stress within an organization • identify and describe indicators of stress in self and others • describe and demonstrate stress management techniques used by individuals and groups • explain the importance of time as a resource to be managed in different projects/situations • identify and describe time management principles and strategies • demonstrate time management strategies.	Refer to work of Hans Selye.

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
	The student should:	
• Establishing or Changing Organizations	• define the need and purpose of establishing a new organization or changing an existing organization	A school or community club as volunteer may be the focus for establishment or change.
• Visioning	• devise a new vision for the organization	
• Planning	• prepare a plan: – clarify purpose/mission – define intended outcomes – specify timelines – list responses required – define assessment standards	Plan should include details about personnel roles, budget and benchmarks for progress reporting and assessing.
• Obtaining Approvals	• submit plan for approval and amend as necessary	For community-based initiatives approvals may be required from the teacher as well as from community agencies.
• Delegating	• explain and delegate key roles and areas of authority • create reporting procedures	The leader should be able to assess the abilities of others and encourage them to assume key roles.
• Implementing and Monitoring	• implement the plan • monitor progress through assessment of reports and observations	
• Assessing	• evaluate attainment of benchmarks • evaluate attainment of outcomes • prepare a review of entire process – planning – approvals – delegating – implementation – monitoring – leadership • identify how the leadership role could have been improved and how this improvement may have affected the outcome(s).	

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

MODULE CTR3030: LEADING FOR CHANGE

Level: Advanced

Theme: Leadership

Prerequisite: CTR2030 Governance & Leadership

Module Description: Students investigate change and decision-making processes used in the school and/or community. They construct, propose and initiate the use of a project planning model to affect change.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the change and decision-making processes used in a governance structure • identify and record the organizational structures used in a school and in a community	• presentation of decision-making strategies that affect change in a governance structure; e.g., in a school, in the community. *Assessment Tool* *CTR1020/2030/3030: Leadership: Governance Modules*	40
• construct, propose and initiate the use of a project-planning model	• developing and implementing the project planning model designed to affect change. *Assessment Tool* *CTR1020/2030/3030: Leadership: Governance Modules*	60
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Decision Making	*The student should:* • compare the decision-making roles and impacts of: – assigned leaders – ascribed leaders – primary decision makers – secondary decision makers – tertiary decision makers – interest groups – opinion leaders • describe the current decision-making structure in the school and the community • identify and assess the role played by the leadership groups listed above.	
Change	• explain why change is now viewed as a constant • describe and explain key changes that have occurred during the past three years within the school's and the community's governance and assess the impact of these changes • identify and describe how these changes were brought about and by what form of leadership and leadership activities.	
Change Agents	• explain the concept of "change agent" • identify key change agents; e.g., in the school, in the community • identify and compare different types of change agents • explain the difference between: – internal and external change agents – formal and informal change agents – administrative and "grass-roots" change agents • describe the strategies used by change agents to facilitate change • prepare a chart to show the: – organizational structures available in a governance structure; e.g., in the school, in the community – how change is/is not facilitated by these structures • prepare a job description for a change agent for a selected project.	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Change Assessment	*The student should:* • identify various methods of assessment used to assess change in societal contexts • evaluate key changes that have occurred recently in the school and in the community including: – intended/desired outcomes – actual or emerging outcomes – process of change – key change agents • identify key elements/resources needed to bring about change • explain the role of time as a critical element/ resource in the change and change assessment processes.	Consideration should be given to the various stakeholders who may be affected by a change.
Project Plan	• create an original project plan for a school or community project identifying key elements, personnel and other resources • create an instrument suitable for assessing the project plan and its outcomes • present and/or facilitate the presentation to "sell" the project plan to key decision makers • evaluate the impact of the plan and its presentation on affecting the desired change.	

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

MODULE CTR3040: PRACTICUM A
MODULE CTR3050: PRACTICUM B
MODULE CTR3060: PRACTICUM C
MODULE CTR3070: PRACTICUM D
MODULE CTR3080: PRACTICUM E

Level: Advanced

Theme: Career Credentials

Prerequisite: None

Module Description: Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies modules, previous practicums and other experiences.

Module Parameters: These modules should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum modules extend the competencies developed in related CTS strands. These modules may not be used in conjunction with Registered Apprenticeship Program courses. (See Section H of this Guide for list of credentialling opportunities related to the CTS strands.) Modules must be delivered off-campus and be supervised by both a qualified teacher and an experienced professional authorized to supervise trainees for the credential.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • perform assigned tasks and responsibilities efficiently and effectively as required by the credentialling agency	*Assessment of student achievement should be based on:* • application of competencies developed in related CTS modules • observations of individual performance emphasizing: – individual effort – interpersonal interactions – resource management – health and safety. *Assessment Tool* *As established by the credentialling agency* *Standard* *As defined by the credentialling agency*	80

©Alberta Education, Alberta, Canada

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze personal performance in relation to established standards	• prepare personal work plans that include: – assessment of present competency – analysis of competency levels needed to be successful in designated occupation – action plan for improving competencies. *Assessment Tool* *Generic Tool: Portfolio Assessment*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Roles and Responsibilities	*The student should:* • identify regulations and regulatory bodies related to the credential • describe personal roles and responsibilities: – key responsibilities – support functions/responsibilities – code of ethics • describe personal work responsibilities and categorize them as – routine tasks (daily, weekly, monthly, yearly) – non-routine task (emergencies, etc.) – tasks requiring personal judgement – task requiring approval of supervisor	

©Alberta Education, Alberta, Canada

MODULE CTR3040: PRACTICUM A
MODULE CTR3050: PRACTICUM B
MODULE CTR3060: PRACTICUM C
MODULE CTR3070: PRACTICUM D
MODULE CTR3080: PRACTICUM E (continued)

Concept	Specific Learner Expectations	Notes
Standards of Performance	*The student should:* • describe and apply competencies developed in related CTS modules • describe standards of performance in terms of: – quality of work – quantity of work • describe and adhere to workplace policies and procedures related to health and safety • diagram and describe work environment in terms of: – location – floor plan of work area – analysis of work flow patterns • define competencies needed to perform tasks efficiently and effectively in terms of: – knowledge – skill – attitude • describe a professional in a related occupation in terms of – training and certification – interpersonal skills – technical skills – professional ethics.	

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

MODULE CTR3110: PROJECT 3A
MODULE CTR3120: PROJECT 3B
MODULE CTR3130: PROJECT 3C
MODULE CTR3140: PROJECT 3D
MODULE CTR3150: PROJECT 3E

Level: Advanced

Theme: Career Extensions

Prerequisite: None

Module Description: Students, through projects, extend and enhance competencies developed in the Career Transitions strand or other Career and Technology Studies strands to contexts that are personally relevant.

Module Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• propose, manage and assess a project • meet goals as defined within the project plan	• successful completion of project including project: – proposal – management – completion – assessment – presentation *Assessment Tool* *CTR Project: Career Extensions Modules* • successful attainment of the standards for achievement outlined within the project plan. *Assessment Tool* *CTR Project: Career Extensions Modules*	20 20 20 20 20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

MODULE CTR3110: PROJECT 3A
MODULE CTR3120: PROJECT 3B
MODULE CTR3130: PROJECT 3C
MODULE CTR3140: PROJECT 3D
MODULE CTR3150: PROJECT 3E (continued)

Concept	Specific Learner Expectations	Notes★
Project Definition	*The student should:* • identify a project • prepare a project plan: – clarify the purposes of the project – define project deliverables – specify project timelines – explain terminology, tools and processes consistently throughout the project – define resource needs; e.g., materials, costs, staffing • identify and comply with all related health and safety standards • define assessment standards (indicators for success) • present project proposal and obtain necessary approvals.	Purposes of project should relate to student(s)' goals and expectations. (Refer to *Guide to Standards and Implementation* for strand-related projects.) Resources could include materials, finances and support network. Presentation of project proposal could be print, verbal or audio/visual.
Project Management	• complete the project as outlined with the project plan • monitor project and make necessary adjustments to project plan.	Project monitoring should include regular progress checks and consultation with teacher and others.
Project Presentation and Assessment	• present the project: – outcomes attained – relationship to goals set originally • evaluate the project: – processes and strategies used – recommendations for how the project could have been improved.	Project presentation could be in print, a display of the project or a description of the processes undertaken. Student assessment could be print, verbal, and/or audio/visual.

★*Refer to the* Guide to Standards and Implementation *for a particular strand for suggestions about how project modules could be used to complement and enhance the learning.*

©Alberta Education, Alberta, Canada

MODULE CTR3210: SAFETY MANAGEMENT SYSTEMS

Level: Advanced

Theme: Job Safety Skills

Prerequisites: CTR1210 Personal Safety Management
CTR2210 Workplace Safety Practices

Module Description: Students conduct an in-depth investigation of safety management systems and demonstrate the ability to design a safety program for a selected business/industry.

Module Parameters: Access to persons with specialized safety qualifications.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• define "loss control" and describe "loss control" practices in a selected business/industry	• demonstrating knowledge of: – loss control – accident/incident causation – safety-related standards – safety management practices. *Assessment Tool* *CTR3210–1: Loss Control*	20
• design a safety program for a selected business/ industry, and specify safety management practices, standards and documentation requirements/procedures	• preparing a safety program for a teacher-approved business. *Assessment Tool* *CTR3210–3: Safety Program*	30
• gather and analyze accident/incident information, identify causation and recommend preventative measures	• completing an investigation of an accident/incident to the recommendation stage to an accident/incident investigation standard checklist. *Assessment Tool* *CTR3210–2: Investigation*	50
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
	The student should:	
Loss Control	• define the terms: – loss – loss control – accident – incident – safety as it relates to loss control	Reference text practical loss control leadership.
	• identify and describe the International Loss Control Institute (ILCI) Loss Causation Model	Other loss causation models are in use and may be equally as effective, generally similar components.
	• explain the relationship between direct and indirect (hidden) costs of loss and how this relates to business profitability	
	• identify immediate and basic causes used in the ILCI Loss Causation Model.	
	• research and report on loss control practices used in a selected business/industry.	Case study or live investigation may be used.
Accident/Incident Investigation	• identify and describe the basic elements of accident/incident investigation reports including: – identifying information – description of incident – causation – recommendations and follow-up – signatures	Sample accident reports may be obtained from local business or in Student Learning Guide.
• Sequence of an Investigation	• identify and describe the sequential steps of an investigation; e.g.: – respond and preserve scene – gather information – analyze and evaluate causes – develop and take remedial action – review findings and recommendations – follow-up	
	• focusing on identifying information and description, compile and analyze information from a case study or scenario and arrange in a logical order	
	• focusing on causation, analyze and determine factors contributing to the accident/incident	
	• focusing on recommendations, propose actions that will prevent the occurrence of similar accidents/incidents.	

©Alberta Education, Alberta, Canada

MODULE CTR3210: SAFETY MANAGEMENT SYSTEMS (continued)

Concept	Specific Learner Expectations	Notes
Safety Programs	*The student should:* • using an accepted model with limited elements, and in consultation with stakeholders, design a safety program for a selected business/industry • identify safety management practices to be used • cite standards • list/prepare documentation to be used.	
Data Management	• identify and describe types of safety data compiled by: – business/industry – OH&S – WCB – insurance companies. • describe the impact of accident/incident occurrences on: – productivity – insurance rates – WCB assessments – quality control.	

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

COURSE CTR3090: CLIENT SERVICE 3

Level: Advanced

Theme: Client Service

Prerequisite: CTR2040 Client Service 2

Description: Students build on the principles and practices of client service acquired in CTR2040 Client Service 2. Additional opportunities are provided for students to apply and to integrate, in real-life contexts, the knowledge, skills and attitudes developed through other courses.

The context of instruction for this course is determined by the other CTS strands to which it is linked.

Parameters: This course must be linked to other CTS courses from within the Career Transitions strand or any other CTS strand. It may be delivered on campus, off campus or through a combination of both. Facility and teacher requirements to deliver this course are determined by the parameters specified for the CTS course to which this Client Service course is linked.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate and record professional client services, including: – applications of competencies learned in other courses – ethical behaviour – client service enhancement strategies • demonstrate advanced quality control and marketing strategies • manage client services	*Assessment of student achievement should be based on:* • a description and rating of student performance of individual client service tasks. *Assessment Tool* *Individual Client Service Assessment Tool* *Standard* *Perform all tasks to a standard of 3 on the rating scale* • a logbook record that includes: – number of client services delivered – types of client services delivered – linkages to previously completed courses – indicators of client satisfaction – reflections and recommendations. *Assessment Tool* *Client Service Logbook* *Standard* *All sections have been completed accurately*	50 25 25

©Alberta Learning, Alberta, Canada

COURSE CTR3090: CLIENT SERVICE 3 (continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Outcomes	Notes
Client Service Defined	*The student should:* • identify, describe and explain the broad range of competencies required to deliver professional levels of service • relate the stated needs and perceived expectations of clients to their actual needs for service.	In identifying competencies associated with professional levels of service, consider including: • technical knowledge and skills • a positive attitude to meeting the needs of others • ability to "read" clients • professional appearance • ability to maintain composure in difficult situations.
Client Service Communication	• use communication strategies that maximize client understanding and satisfaction; e.g.: – verbal – nonverbal • explain the saying, "You only have one chance to make a first impression."	Consider having students discuss: • the relative importance of verbal and nonverbal communication • the importance of first impressions in any client service context.
Professionalism	• explain the importance of time-on-task relationships • identify employee and employer rights and responsibilities • identify and explain the rights of the client.	Time-on-task: It is important to work in both a timely and competent manner. Lack of time should not be an excuse for shoddy work. Documents relating to client rights are available from appropriate government departments.

©Alberta Learning, Alberta, Canada

COURSE CTR3090: CLIENT SERVICE 3 (continued)

Concept	Specific Outcomes	Notes
Safety	*The student should:* • meet or exceed health, safety and sanitation practices • follow manufacturer's instructions • follow employer's safety code • recommend practices that promote health, safety and sanitation in the selected work area.	Consider encouraging students to enroll in one or more Job Safety Skills courses.
Quality Control/ Quality Assurance	• perform client service tasks to meet client expectations • perform tasks to the satisfaction of clients • identify existing and potential problems • distinguish between expected and unexpected events and consequences • recommend actions to enhance client satisfaction.	Expectations may include: • time • quality • quantity • satisfaction. Unexpected events and consequences may include: • late arrival of supplies • power failure.
Serving Clients	• demonstrate professional levels of client service • identify and create opportunities for enhancing the number and/or quality of services, products and processes offered to each client • maintain a detailed record of client services delivered.	In encouraging students to meet professional standards of client service, including sales abilities, it may be appropriate to consider the potential impact of your client service program on local businesses offering similar services.
Sales Ability	• recommend additional services, products and processes that clients might be willing to purchase • justify recommendations by presenting valid information in an ethical manner • anticipate and respond appropriately to client questions and concerns • identify and apply strategies that may be appropriate to assess client satisfaction • determine, recommend and record ways to improve client satisfaction.	Involving the local business community to assist students in developing professional standards will help in creating an enriched learning environment for students and establish a more positive relationship between the school and the local business community.

©Alberta Learning, Alberta, Canada

COURSE CTR3090: CLIENT SERVICE 3 (continued)

Concept	Specific Outcomes	Notes
Client Service Management	*The student should:* • define and describe the relationships, as appropriate to the selected work area, among: – billing – profit and loss – estimation – inventory management – warranties – insurance • describe the process, including timing, for ordering and receiving resources from suppliers • describe the "just-in-time" (JIT) resource procurement process • explain the advantages and disadvantages of the just-in-time process • explain the concept of "economy of scale" • describe how economy of scale practices might be used to make a business more efficient and more profitable • explain how, for the selected work area, a combination of economy of scale and just-in-time practices could affect profit and productivity • identify the markup necessary to generate variable profit margins, using industry/sector standards • calculate the selling price necessary to generate different profit margins.	The process in some contexts may include: • completing purchasing forms • reading catalogues • interpreting invoices, plans, customer instructions • checking incoming orders. Have students calculate simple and more complex margins; e.g., 10%, 25%, 96%.

©Alberta Learning, Alberta, Canada

CAREER TRANSITIONS

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

TABLE OF CONTENTS

ASSESSING STUDENT ACHIEVEMENT

Assessing Student Achievement in CTS G.4
Assessing Student Achievement in Career Transitions G.6

Assessment Tools Generic to CTS:
- Basic Competencies Reference Guide G.8
- Generic Rating Scale G.10
- Frameworks for Assessment:
  - CTSISS: Issue Analysis G.11
  - CTSLAB: Lab Investigations G.12
  - CTSNEG: Negotiation and Debate G.13
  - CTSPRE: Presentations/Reports G.14
  - CTSRES: Research Process G.15

Assessment Tools Generic to Career Transitions:
- Portfolio Assessment G.16
- Workplace Safety Assessment Chart G.19

Assessment Tools Specific to Themes and Courses in Career Transitions:
- CTR1010/2010/3010: Career Readiness Courses G.20
- CTR1020/2020/3020: Leadership Courses G.23
- CTR1020/2030/3030: Leadership: Governance Courses G.26
- CTR1210/2210/3210: Job Safety Skills Courses G.29
- CTR Project: Career Extensions Courses G.31

Assessment Tools Specific to Job Safety Skills Courses:
- CTR1210–3: Occupational Health and Safety Multiple Choice Test G.34
- CTR2210–1: Ergonomics G.39
- CTR2210–2: Scenario Assessment G.41
- CTR2210–3: Transporting Dangerous Goods Theory Test G.43
- CTR2210–4: Fire Extinguishers Practical Test G.49
- CTR3210–1: Loss Control G.50
- CTR3210–2: Investigation G.52
- CTR3210–3: Safety Program G.54

Assessment Tools Specific to Client Service Courses
- Individual Client Service Assessment Tool G.56
- CTR1030/2040/3090: Client Service Logbook G.58

©Alberta Learning, Alberta, Canada

- **suggested emphasis** (in the right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

- **criteria and conditions** (in the middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

  Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

  Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

  Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work, if appropriate.

  Assessment Tools included in this section of the Guide tend to be of two types:

  - tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].)*

  - tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF1010–1" indicating that it is the first module-specific tool used in Information Processing Module 1010.)*

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels of rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post secondary programs.

©Alberta Education, Alberta, Canada

ASSESSING STUDENT ACHIEVEMENT IN CAREER TRANSITIONS

The Career Transitions curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Career Transitions, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

Tools, generic to CTS, may be used to guide assessment across the CTS curriculum generic tools include:

- CTSISS: Issue Analysis
- CTSLAB: Lab Investigations
- CTSNEG: Negotiation and Debate
- CTSPRES: Presentation/Reports
- CTSRES: Research Process.

Tools Generic to Career Transitions

Throughout the Career Transitions strand, students have the opportunity to develop personal management skills in an applied learning context. A variety of tools are provided for this purpose. For example, the "Portfolio Assessment and "Workplace Safety Assessment Chart" may be used, as appropriate, to assess specific student competencies in any of the Career Transitions modules.

Tools Specific to Career Transitions Themes and Modules

The themes and modules that comprise the Career Transitions strand are interrelated but diverse. The assessment tools provided attempt to reflect both this interrelatedness and this diversity.

The tools developed to assess specific MLEs in Career Transitions modules are labelled with the module number and the tool number (e.g., CTR1010–1 or CTR1010–2). They are referred to under the criteria and conditions section.

Each theme has its own set of assessment tools and in most cases, a single tool may be used to assess student competency at each of the three levels of modules, introductory, intermediate and advanced, contained within most themes.

Assessing competencies in Practicum modules will usually be performed by the credentialling agency. The teacher should, however, whenever possible participate in the student assessment process and require the student to maintain and submit a portfolio.

©Alberta Education, Alberta, Canada

In some instances where the tool suggested is a test (e.g., Job Safety Skills modules), a sample test or sample questions has been included. The authorized learning resources for Career Transitions include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. Numerous assessment tools have been developed for module specific research and analysis. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory. The exception to this would be when a test bank is being used. In this case it is recommended that basic competencies be assessed separately.

©Alberta Education, Alberta, Canada

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework ★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ →
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ learns a range of problem-solving skills and approaches			
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

©Alberta Education, Alberta, Canada

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required

★**Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

©Alberta Education, Alberta, Canada

GENERIC RATING SCALE

SCALE	RUBRIC STATEMENT (included in assessment tool/statements in *italics* are optional) *The student:*	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	*STANDARDS OF QUALITY/ PRODUCTIVITY*	*TEAMWORK LEADERSHIP*	*SERVICE CLIENT/ CUSTOMER*
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
O	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

©Alberta Education, Alberta, Canada

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• states two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respects the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicates thoughts/feelings/ideas clearly to justify choices/decisions made

©Alberta Education, Alberta, Canada

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

©Alberta Education, Alberta, Canada

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

©Alberta Education, Alberta, Canada

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• sets goals and follows instructions accurately	• sets goals and describes steps to achieve them	• sets goals and describes steps to achieve them
• responds to directed questions and follows necessary steps to find answers	• uses personal initiative to formulate questions and find answers	• uses personal initiative to formulate questions and find answers
• accesses basic in-school/community information sources	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• interprets and organizes information into a logical sequence	• interprets, organizes and combines information into a logical sequence	• interprets, organizes and combines information in creative and thoughtful ways
• records information accurately, using correct technical terms	• records information accurately with appropriate supporting detail and using correct technical terms	• records information accurately, using appropriate technical terms and supporting detail
• uses time effectively	• plans and uses time effectively	• plans and uses time effectively, prioritizing tasks on a consistent basis
	• gathers and responds to feedback regarding approach to task and project status	• assesses and refines approach to task and project status based on feedback and reflection
Presentation	**Presentation**	**Presentation**
• demonstrates effective use of at least one medium of communication:	• demonstrates effective use of at least two communication media:	• demonstrates effective use of a variety of communication media:
e.g., Written: *spelling, punctuation, grammar, basic format*	*e.g., Written:* *spelling, punctuation, grammar, format (formal/informal)*	*e.g., Written:* *spelling, punctuation, grammar, format (formal/informal, technical/literary)*
Oral: *voice projection, body language*	*Oral:* *voice projection, body language, appearance*	*Oral:* *voice projection, body language, appearance, enthusiasm, evidence of prior practice*
Audio-Visual: *techniques, tools*	*Audio-Visual:* *techniques, tools, clarity*	*Audio-Visual:* *techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing	• maintains acceptable grammatical and technical standards through proofreading and editing	• maintains acceptable grammatical and technical standards through proofreading and editing
• provides an introduction that describes the purpose of the project	• provides an introduction that describes the purpose and scope of the project	• provides an introduction that describes the purpose and scope of the project
• communicates information in a logical sequence	• communicates ideas into a logical sequence with sufficient supporting detail	• communicates thoughts/feelings/ideas clearly to justify or challenge a position
• states a conclusion based on a summary of facts	• states a conclusion by synthesizing the information gathered	• states a conclusion by analyzing and synthesizing the information gathered
• provides a reference list of three or more basic information sources	• provides a reference list that includes five or more relevant information sources	• gives evidence of adequate research through a reference list including seven or more relevant information sources

©Alberta Education, Alberta, Canada

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

©Alberta Education, Alberta, Canada

GENERIC TOOL: PORTFOLIO ASSESSMENT

Using the Portfolio Assessment Tool

The Portfolio Assessment Tool is designed to guide the teacher's assessment of a student's portfolio of competencies, credentials and attainments. This tool may be used to guide the assessment of a student's portfolio developed as a requirement of one or more CTS strands/modules, other programs or other courses (e.g., CALM).

Rating Scale and Standards

The Rating Scale shown on the Portfolio Assessment tool is generic to most CTS assessment tools. The Minimum Standard Rating for a portfolio assessed as a requirement of the Practicum modules and other CTS modules should be:

[3] for Advanced level modules

[2] for Intermediate level modules

[1] for Introductory level modules

To achieve the appropriate Minimum Standard Rating, a student's portfolio should contain evidence of each of the competency, credential and achievement areas identified in this assessment tool.

Because each student's portfolio tends to be unique, teachers can add competency, credential and achievement indicators as appropriate. Similarly, the "Not Applicable" [NA] rating may be used, where appropriate.

©Alberta Education, Alberta, Canada

Rating Scale — *The student:*				
4	**3**	**2**	**1**	**0**
exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMPETENCY, CREDENTIAL, ACHIEVEMENT		RATING					
		4	3	2	1	0	N/A
Title/Cover Page							
☐ Impact							
☐ Clarity							
☐ Readability							
☐							
☐							
Résumé							
☐ Format/Presentation							
☐ Readability/Clarity							
☐ Inclusiveness							
☐ References (including names, addresses, phone & fax numbers)							
☐ Skills Summary							
☐							
☐							
Statement of Grades							
☐ Letters of Reference							
☐ Commendations							
☐ Certificates/Diplomas							
☐							
☐							
Co-curricular Activities/Hobbies	**Skills**						
☐ School Activities							
☐							
☐							
☐ Community Activities							
☐							
☐							
☐ Workplace Activities							
☐							
☐							
☐ Volunteer Activities							
☐							
☐							

©Alberta Education, Alberta, Canada

COMPETENCY, CREDENTIAL, ACHIEVEMENT	RATING					
	4	3	2	1	0	N/A
Career-Specific Competencies Strand(s): _____, _____, _____, e.g., First Aid, computer-assisted design ☐ ☐ ☐						
Software Competencies ☐ Keyboarding WPM:_____ ☐ Word Processing Specify:_____ ☐ Databases Specify:_____ ☐ Spreadsheets Specify:_____ ☐ Project Management Specify:_____ ☐ Presentation Specify:_____						
Competency Overview ☐ Academic Competencies Indicated ☐ Technical Competencies Indicated ☐ Personal Management Competencies Indicated ☐ CTS Basic Competencies Indicated ☐						
Employability Plan ☐ Career Path Indicated ☐ Career Goals Indicated ☐ Short-term ☐ Longer-term ☐ ☐ ☐						
Letters of Introduction ☐ To Prospective Employers ☐ To Post-secondary Institutions ☐ Format/Presentation ☐ Readability/Clarity ☐ Impact ☐ ☐ ☐						
Other Competencies, Credentials, Achievements ☐ ☐ ☐ ☐ ☐						
Comments						

©Alberta Education, Alberta, Canada

CAREER TRANSITIONS Activity: _____ _____	**Workplace Safety Assessment Chart**	Name: _____ Module: _____

Directions Circle the appropriate number that best describes the student's performance.	**Standard** As stated in the module.

CRITERIA	Teacher Assessment
Personal Protective Equipment **Focus on the proper selection and use of protective clothing and equipment**	
• identifies potential hazards and risks, selects and wears the appropriate personal protective equipment	3
• usually recognizes potential hazards and takes the necessary precautions	2
• hazards and risks must be pointed out and use of personal protective equipment must be enforced	1
• does not recognize hazards and risks and personal protective equipment is seldom used.	0
Housekeeping Skills **Consider effort given to maintaining a clean and tidy workstation**	
• keeps workstation free from unnecessary materials and willingly participates in the overall lab clean-up	3
• generally maintains a clean and tidy workstation and participates in lab clean-up activities	2
• often must be reminded to keep workstation free of clutter and obstructions and requires specific lab clean-up directions and follow-up	1
• does not keep workstation clean and tidy and ignores directions.	0
Materials **Consider how materials are handled and processed**	
• materials are handled and prepared with due care for self and others	3
• normally demonstrates acceptable practices concerning the use and handling of project materials	2
• is often not aware of the need to handle and use materials in a safe manner	1
• is unwilling or unable to use materials in a safe manner.	0
Equipment **Focus on the safe use of hand and power tools**	
• follows accepted practice for the safe use and maintenance of hand and power tools	3
• normally demonstrates acceptable tools use and maintenance	2
• will take unnecessary risks unless directed otherwise	1
• will take unnecessary risks and not accept direction.	0

©Alberta Education, Alberta, Canada

Module(s): CTR1010, 2010, 3010 **Theme:** Career Readiness **Student:** _____ **Date:** _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.				
Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR1010

Minimum Standard Rating	*Career Development Terms*	Observed Performance Rating
1		

The student is able to:

Utilize and apply in appropriate context:

- ☐ Self-Assessment Profile:
  - identify personal goals
  - identify personal values
  - identify personal skills
  - identify technical skills
- ☐ Occupational Profile
  - develop an occupational profile, using information contained in printed resources
  - incorporate information into employment portfolio.

INTERMEDIATE CTR2010

Minimum Standard Rating	*Acquire Employment*	Observed Performance Rating
2		

The student is able to:

- ☐ demonstrate basic skills for employment:
  - read
  - write
  - use numbers
- ☐ demonstrate job-specific skills or potential to learn job-specific skills for employment
  - technical skills
- ☐ demonstrate an interest to learn on the job
- ☐ demonstrate the ability to work with others
- ☐ use job search documents and skills to meet employer's hiring expectations.

ADVANCED CTR3010

Minimum Standard Rating	*Labour Legislation and Regulations*	Observed Performance Rating
3		

The student is able to:

- ☐ analyze the role of government and labour unions in employment
- ☐ Labour Market Information:
  - gather and analyze appropriate demographic and occupational information
  - relate trends to selected occupations
  - develop detailed occupational profile
  - incorporate labour market knowledge into personal career plans.

©Alberta Education, Alberta, Canada

Minimum Standard Rating 1	*Communicate in the language in which business is conducted*	Observed Performance Rating

The student is able to:

- ☐ Interview:
  - identify and review common questions and responses
  - rehearse well-developed responses
  - participate in a mock interview exercise
  - demonstrate appropriate interview etiquette
  - use and understand terminology related to selected occupations
- ☐ understand and use terminology relating to selected occupations.

Minimum Standard Rating 1	*Résumé*	Observed Performance Rating

The student is able to:

- ☐ develop job-specific/occupation-specific résumé
- ☐ match interest, skills and abilities to job/occupation requirements
- ☐ Application Form:
  - complete application form based on personal data sheet
  - demonstrate knowledge of common terms on application forms by answering all applicable questions
  - write legibly.

Minimum Standard Rating 2	*Maintain Employment*	Observed Performance Rating

The student is able to:

- ☐ demonstrate positive attitudes for employability
  - dependability
  - integrity
  - concern for quality
  - independence and initiative
  - commitment to the employer
- ☐ develop life skills for employability
  - adaptability
  - problem-solving/decision-making skills
  - communication/assertiveness skills
  - time management skills
  - skills for overcoming unfairness
  - appropriate appearance and hygiene
  - teamwork
- ☐ relate personal competencies to the Conference Board of Canada's "Employability Skills Profile" in a personal portfolio
- ☐ recognize the transferability of employability skills to other work and life roles.

Minimum Standard Rating 3	*Personal Career Plan*	Observed Performance Rating

The student is able to:

- ☐ re-examine
  - personal goals
  - personal values
  - personal interest
  - personal skills
  - technical skills

  and incorporate into a Career Plan
- ☐ establish personal goals
- ☐ establish timelines to achieve goals
- ☐ develop targeted résumé
- ☐ Letter of Application
  - prepare letter of application with attention to appearance, content and completeness
  - match and highlight interests, skills and abilities to employer/post-secondary requirements
- ☐ Interview
  - develop potential interview questions
  - identify underlying meaning of questions
  - develop responses to address the underlying concern
  - demonstrate appropriate interview etiquette
  - develop personal questions that demonstrate interest in position
  - develop questions that demonstrate knowledge about the position
  - participate in a formal interview
  - present current portfolio.

©Alberta Education, Alberta, Canada

Minimum Standard Rating	*Letter of Application*	Observed Performance Rating
1		

The student is able to:

- ☐ prepare letter of application with attention to appearance, content, completeness.

Minimum Standard Rating	*Technology, Tools and Information Systems*	Observed Performance Rating
1		

The student is able to:

- ☐ demonstrate appropriate access and use of
  - technology
  - tools
  - information systems
- ☐ apply specialized knowledge required by employer in selected career fields.

Minimum Standard Rating	*Safety*	Observed Performance Rating
1		

The student is able to:

- ☐ identify and interpret WHMIS symbols
- ☐ understand Material Safety Data Sheets
- ☐ identify government organizations involved with safety in the workplace
- ☐ explain content and purpose of Employment Standards Code.

Minimum Standard Rating	*Labour Legislation and Regulations*	Observed Performance Rating
2		

The student is able to:

- ☐ recognize the role of government organizations involved with employment:
  - Occupational Health and Safety
  - Workers' Compensation Board
  - Labour Employment Standards Branch
  - Apprenticeship Branch
  - Employment Centres.

COMMENTS:

©Alberta Education, Alberta, Canada

Module(s): CTR1020, 2020, 3020 **Theme:** Leadership **Student:** _____ **Date:** _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.				
Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR1020

Minimum Standard Rating	*Conceptual Understanding*	Observed Performance Rating
1		

The student is able to:

- ☐ define basic leadership terminology
- ☐ distinguish between concepts of leadership and management
- ☐ identify goal setting and problem-solving strategies.

INTERMEDIATE CTR2020

Minimum Standard Rating	*Conceptual Understanding*	Observed Performance Rating
2		

The student is able to:

- ☐ describe fundamental concepts in group dynamics and leadership theories and styles
- ☐ identify the essential role of situational leadership
- ☐ assess effective leadership behaviours.

ADVANCED CTR3020

Minimum Standard Rating	*Conceptual Understanding*	Observed Performance Rating
3		

The student is able to:

- ☐ describe the fundamental concepts in organizational management
- ☐ identify the roles performed by leaders and managers in an organization
- ☐ describe effective project, stress and time management strategies
- ☐ assess the achievement of outcomes identified in the process of project management.

©Alberta Education, Alberta, Canada

Minimum Standard Rating 1	*Skill Development*	Observed Performance Rating	Minimum Standard Rating 2	*Skill Development*	Observed Performance Rating	Minimum Standard Rating 3	*Skill Development*	Observed Performance Rating
The student is able to: ☐ demonstrate personal leadership behaviours in a structured environment ☐ recognize leadership behaviours in different situations ☐ use the needs theory to define the roles and challenges of leaders and followers.			*The student is able to:* ☐ demonstrate personal leadership behaviours in the development of a group ☐ demonstrate strategies of conflict management and delegation in different situations ☐ apply various leadership styles employed in groups.			*The student is able to:* ☐ demonstrate appropriate leadership behaviours and management behaviours used in an organization ☐ demonstrate appropriate time and stress management strategies ☐ apply various management strategies employed in organizations.		

Minimum Standard Rating 1	*Presentations*	Observed Performance Rating	Minimum Standard Rating 2	*Presentations*	Observed Performance Rating	Minimum Standard Rating 3	*Presentations*	Observed Performance Rating
The student is able to: ☐ demonstrate effective use of written communication; e.g., spelling, punctuation, grammar, basic format ☐ use correct grammatical convention and technical terms through proofreading/editing ☐ provide an introduction that describes the purpose of a plan ☐ communicate information in a logical sequence ☐ state a conclusion and make recommendations based on a summary of facts.			*The student is able to:* ☐ demonstrate effective use of at least two styles of communication; e.g.: – written: spelling, punctuation, grammar, format (formal/informal) – oral: voice, body language, appearance – audio/visual: techniques, tools, clarity ☐ maintain acceptable grammatical and technical standards through proofreading/editing ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting detail ☐ state conclusions by synthesizing the information gathered ☐ provide a reference list that includes three or more relevant information sources.			*The student is able to:* ☐ demonstrate effective use of a variety of communication styles; e.g.: – written: spelling, punctuation, grammar, format (formal/informal/technical/literary) – oral: voice, body language, appearance, enthusiasm, evidence of prior practice – audio/visual: techniques, tools, clarity, speed, pacing ☐ maintain acceptable grammatical and technical standards through proofreading/editing ☐ provide an introduction that explains the purpose and scope of the project ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position ☐ state conclusions by analyzing and synthesizing from the information gathered ☐ give evidence of adequate research through a reference list of five or more relevant information sources ☐ assess the impact of an effective presentation.		

©Alberta Education, Alb anada

Minimum Standard Rating 1	*Planning*	Observed Performance Rating
The student is able to: ☐ set goals and state objectives ☐ adhere to established timelines ☐ access basic in-school/community resources ☐ interpret and organize information into a logical sequence ☐ record information accurately, using correct terminology ☐ use time effectively.		

Minimum Standard Rating 2	*Planning*	Observed Performance Rating
The student is able to: ☐ set goals and establish steps to achieve objectives ☐ create and adhere to general timelines ☐ access a range of relevant in-school/community resources ☐ interpret, organize and combine varied information into a logical sequence ☐ record information accurately with appropriate supporting detail and using correct terminology ☐ plan and use time effectively.		

Minimum Standard Rating 3	*Planning*	Observed Performance Rating
The student is able to: ☐ establish the vision, goals, objectives, intended outcomes and assessment standards for a project ☐ create and adhere to detailed timelines ☐ access a range of relevant information sources recognizing the need for additional data ☐ interpret, organize and combine varied information in creative ways ☐ record information accurately with appropriate supporting detail, using correct terminology, and in an effective format ☐ plan and use time effectively, prioritizing tasks on a consistent basis ☐ assess the impact of an effective plan.		

COMMENTS:

©Alberta Education, Alberta, Canada

Module(s): CTR1020, 2030, 3030 **Theme:** Leadership: Governance **Student:** _____ **Date:** _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating defines the levels of skill development.				
Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR1020

Minimum Standard Rating 1	*Conceptual Understanding*	Observed Performance Rating

The student is able to:

- ☐ define basic leadership terminology
- ☐ distinguish between concepts of leadership and management
- ☐ identify goal setting and problem-solving strategies.

INTERMEDIATE CTR2030

Minimum Standard Rating 2	*Conceptual Knowledge*	Observed Performance Rating

The student is able to:

- ☐ describe fundamental concepts in governance
- ☐ explain the strategies of governance in team building and group dynamics
- ☐ identify and describe the elements of effective meetings
- ☐ compare different guides to parliamentary procedures.

ADVANCED CTR3030

Minimum Standard Rating 3	*Conceptual Knowledge*	Observed Performance Rating

The student is able to:

- ☐ describe fundamental concepts in decision making and change
- ☐ compare the decision-making roles and impacts of leadership groups
- ☐ identify and compare different types of change agents
- ☐ assess recent key changes in the school and in the community.

©Alberta Education, Alb Canada

Minimum Standard Rating 1	*Skill Development*	Observed Performance Rating	Minimum Standard Rating 2	*Skill Development*	Observed Performance Rating	Minimum Standard Rating 3	*Skill Development*	Observed Performance Rating
The student is able to: ☐ demonstrate personal leadership behaviours in a structured environment ☐ recognize leadership behaviours in different situations ☐ use the needs theory to define the roles and challenges of leaders and followers.			*The student is able to:* ☐ demonstrate personal leadership behaviours in a governance structure ☐ demonstrate group dynamics in team-building activities ☐ plan and chair an effective meeting, using parliamentary procedure ☐ use synergy in problem solving, decision making and consensus building.			*The student is able to:* ☐ demonstrate decision-making strategies for affecting change ☐ demonstrate the roles played by various leadership groups; e.g., – assigned leaders – decision makers – interest groups ☐ illustrate various organizational structures found in the school and in the community ☐ create, implement, monitor and assess a new project plan for a school or community.		

Minimum Standard Rating 1	*Presentations*	Observed Performance Rating	Minimum Standard Rating 2	*Presentations*	Observed Performance Rating	Minimum Standard Rating 3	*Presentations*	Observed Performance Rating
The student is able to: ☐ demonstrate effective use of written communication; e.g., spelling, punctuation, grammar, basic format ☐ use correct grammatical convention and technical terms through proofreading/editing ☐ provide an introduction that describes the purpose of a plan ☐ communicate information in a logical sequence ☐ state a conclusion and make recommendations based on a summary of facts.			*The student is able to:* ☐ demonstrate effective use of at least two styles of communication; e.g.: – written: spelling, punctuation, grammar, format (formal/informal) – oral: voice, body language, appearance – audio/visual: techniques, tools, clarity ☐ maintain acceptable grammatical and technical standards through proofreading/editing ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting detail ☐ state conclusions by synthesizing the information gathered ☐ provide a reference list that includes three or more relevant information sources.			*The student is able to:* ☐ demonstrate effective use of a variety of communication styles; e.g.: – written: spelling, punctuation, grammar, format (formal/informal/technical/literary) – oral: voice, body language, appearance, enthusiasm, evidence of prior practice – audio/visual: techniques, tools, clarity, speed, pacing ☐ maintain acceptable grammatical and technical standards through proofreading/editing ☐ provide an introduction that explains the purpose and scope of the project ☐ communicate thoughts/feelings/ideas clearly to justify or challenge a position ☐ state conclusions by analyzing and synthesizing from the information gathered ☐ give evidence of adequate research through a reference list of five or more relevant information sources ☐ assess the impact of an effective presentation.		

©Alberta Education, Alberta, Canada

Minimum Standard Rating 1	*Planning*	Observed Performance Rating	Minimum Standard Rating 2	*Planning*	Observed Performance Rating	Minimum Standard Rating 3	*Planning*	Observed Performance Rating
The student is able to: ☐ set goals and state objectives ☐ adhere to established timelines ☐ access basic in-school/community resources ☐ interpret and organize information into a logical sequence ☐ record information accurately, using correct terminology ☐ use time effectively.			*The student is able to:* ☐ set goals and establish steps to achieve objectives ☐ create and adhere to general timelines ☐ access a range of relevant in-school/community resources ☐ interpret, organize and combine varied information into a logical sequence ☐ record information accurately with appropriate supporting detail and using correct terminology ☐ plan and use time effectively.			*The student is able to:* ☐ establish the vision, goals, objectives, intended outcomes and assessment standards for a project ☐ create and adhere to detailed timelines ☐ access a range of relevant information sources recognizing the need for additional data ☐ interpret, organize and combine varied information in creative ways ☐ record information accurately with appropriate supporting detail, using correct terminology, and in an effective format ☐ plan and use time effectively, prioritizing tasks on a consistent basis ☐ assess the impact of an effective plan.		

COMMENTS:

©Alberta Education, Alb Canada

Module(s): CTR1210, 2210, 3210 **Theme:** Job Safety Skills **Student:** _____ **Date:** _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating scale defines the levels of skill development.				
Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR1210

Minimum Standard Rating 1	*Safety Practices*	Observed Performance Rating
The student is able to: ☐ explain the role of detectors in preventing burn injuries and death ☐ demonstrate safe practices to prevent burn injuries or death ☐ explain the need for personal protective equipment ☐ identify the advantages of participating in a back care program ☐ identify and describe health and safety stakeholders ☐ identify legislation relating to health and safety ☐ explain the responsibility of each major stakeholder in the workplace.		

INTERMEDIATE CTR2210

Minimum Standard Rating 2	*Safety Practices*	Observed Performance Rating
The student is able to: ☐ explain the role of ergonomics in the workplace ☐ identify: – farm hazards – fire hazards (elements, prevention, extinguishing methods) – electrical hazards (residence, school, workplace) – confined space hazards – areas of responsibility for transporting dangerous goods ☐ explain the need for and demonstrate the use of personal protective equipment in: – farm work – fire – electricity – space confinement – safety in transporting dangerous goods. ☐ explain the need for confined space legislation and standards.		

ADVANCED CTR3210

Minimum Standard Rating 3	*Safety Practices*	Observed Performance Rating
The student is able to: ☐ specify safety standards for a selected business/industry ☐ explain safety management practices for a selected business/industry ☐ prepare a safety program (in consultation with stakeholders) for a teacher-approved business operation to Safety Program Checklist standards.		

©Alberta Education, Alberta, Canada

Minimum Standard Rating 1	*Health and Safety Plan*	Observed Performance Rating
The student is able to: ☐ develop a plan to address hazards found in a work environment ☐ meet the standards specified by – Workers' Compensation Board – Occupational Health and Safety – Workplace Hazardous Materials Information System – Materials Safety Data sheets ☐ identify ways workers can receive information about chemical hazards ☐ explain how hazardous chemicals can enter the body.		

Minimum Standard Rating 2	*Health and Safety Plan*	Observed Performance Rating
The student is able to: ☐ develop a plan to be used before entering a given confined space ☐ identify the hazards associated with confined spaces ☐ identify what tests should be completed before entering that confined space ☐ describe the major causes of farm injuries ☐ demonstrate appropriate safety practices in a confined space situation.		

Minimum Standard Rating 3	*Health and Safety Plan*	Observed Performance Rating
The student is able to: ☐ develop a safety plan for a selected business/industry ☐ specify safety management practices to be used ☐ cite standards for the selected business/industry ☐ list documentation required.		

Minimum Standard Rating 3	*Emergency First Aid*	Observed Performance Rating
The student is able to: ☐ complete a recognized first aid course at the "standard" level.		

Minimum Standard Rating 3	*Accident/Incident Investigation*	Observed Performance Rating
The student is able to: ☐ identify the basic elements of an accident/incident by including: – identifying relevant information – describing accident/incident in detail – causation factors – recommendations and follow-up procedures – sign off procedures ☐ investigate an accident/incident by: – determining factors contributing to the accident/incident – recommending preventative measures of similar accidents/incidents.		

COMMENTS:

©Alberta Education, Alberta, Canada

(Note: This assessment tool may be used to assess student performance in any of the project modules at the introductory, intermediate or advanced levels.)

Module(s):_____ **Theme:** Career Extensions **Student:** _____ **Date:** _____

Standards	Students working at or above standard must demonstrate the outcomes outlined in the checklist below. The minimum standard for each category is indicated on the left for introductory, intermediate and advanced level modules. The rating defines the levels of competency development.				
Rating Scale *The student:*	**4** exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.	**3** meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.	**2** meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.	**1** meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.	**0** has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

INTRODUCTORY CTR1110, 1120

Minimum Standard Rating 1	*Project Proposal*	Observed Performance Rating
The student is able to: ☐ accurately describe a project with a definition and a plan.		

INTERMEDIATE CTR2110, 2120, 2130, 2140, 2150

Minimum Standard Rating 2	*Project Proposal*	Observed Performance Rating
The student is able to: ☐ accurately describe a project with a definition and a plan.		

ADVANCED CTR3110, 3120, 3130, 3140, 3150

Minimum Standard Rating 3	*Project Proposal*	Observed Performance Rating
The student is able to: ☐ accurately describe a project with a definition and a plan with criteria stated.		

©Alberta Education, Alberta, Canada

Minimum Standard Rating 1	*Project Management*	Observed Performance Rating

The student is able to:

- ☐ prepare self for lesson
- ☐ organize and work in an orderly manner
- ☐ carry out instructions accuratcly
- ☐ use time effectively
- ☐ meet standards in clean-up
- ☐ demonstrate high standards in attendance and punctuality.

Minimum Standard Rating 2	*Project Management*	Observed Performance Rating

The student is able to:

- ☐ prepare self for lesson
- ☐ organize and work in an orderly manner
- ☐ interpret and carry out instructions accurately
- ☐ plan and use time effectively
- ☐ meet standards in clean-up
- ☐ dcmonstrate high standards in attendance and punctuality
- ☐ adhere to routine procedures.

Minimum Standard Rating 3	*Project Management*	Observed Performance Rating

The student is able to:

- ☐ prcpare self for lesson
- ☐ organize and work in an orderly manner
- ☐ interpret and carry out instructions accurately
- ☐ plan and use time effectively and in a logical sequence
- ☐ meet standards in clean-up
- ☐ demonstrate high standards in attcndance and punctuality
- ☐ minimizc waste of supplies
- ☐ excel at setting and meeting goals, doing tasks, scting high standards and paying attention to important details.

Minimum Standard Rating 2	*Project Safety*	Observed Performance Rating

The student is able to:

- ☐ choose and use appropriate tools and equipment
- ☐ recognize hazards
- ☐ maintain a clean and tidy workstation
- ☐ demonstrate acceptable practices concerning the use and handling of proper materials
- ☐ demonstrate equipment and/or tools usage and maintenance.

Minimum Standard Rating 3	*Project Safety*	Observed Performance Rating

The student is able to:

- ☐ choose and use appropriate tools and equipment
- ☐ recognize potential hazards and takes the necessary precautions
- ☐ maintain a clean and tidy workstation and participate in lab clean-up activities
- ☐ demonstrate acceptable practices concerning the use and handling of proper materials
- ☐ demonstrate equipment and/or tools usage and maintenance.

Minimum Standard Rating 3	*Project Safety*	Observed Performance Rating

The student is able to:

- ☐ choose and use appropriate tools and equipment
- ☐ identify potential hazards and risks, wear appropriate protective equipment when necessary
- ☐ keep workstation frce from unnecessary matcrials and willingly participate in the overall lab clean-up
- ☐ handle and prepare materials with due care for self and others
- ☐ follow accepted practice for safe use and maintenance of equipment and tools.

Minimum Standard Rating 1	*Project Completion*	Observed Performance Rating

The student is able to:

- ☐ set goals and follow instructions accurately
- ☐ adhere to established timelines
- ☐ respond to directed questions and follow necessary steps to find answers
- ☐ use time effectively
- ☐ meet goals.

Minimum Standard Rating 2	*Project Completion*	Observed Performance Rating

The student is able to:

- ☐ set goals and establish steps to achieve them
- ☐ create and adhere to useful timelines
- ☐ plan and use time effectively
- ☐ meet all goals.

Minimum Standard Rating 3	*Project Completion*	Observed Performance Rating

The student is able to:

- ☐ set goals and standards and establish steps to achieve them
- ☐ create and adhcre to established timelines
- ☐ plan and use time effectively, prioritizing tasks on a consistent basis
- ☐ meet goals to established standards.

©Alberta Education, Alberta, Canada

Minimum Standard Rating 1	*Project Presentation*	Observed Performance Rating	Minimum Standard Rating 2	*Project Presentation*	Observed Performance Rating	Minimum Standard Rating 3	*Project Presentation*	Observed Performance Rating
The student is able to: ☐ demonstrate effective use of at least one medium of communication; e.g.: – written: spelling, punctuation, grammar, basic format – oral: voice projection, body language – audio/visual: techniques, tools ☐ use correct grammatical convention and technical terms ☐ provide an introduction that describes the purpose of the project ☐ communicate information in a logical sequence ☐ state a conclusion ☐ provide a reference list of two or more basic information sources.			*The student is able to:* ☐ demonstrate effective use of at least two mediums of communication; e.g.: – written: spelling, punctuation, grammar, basic format – oral: voice projection, body language, appearance – audio-visual: techniques, tools, clarity ☐ use correct grammatical convention and technical standards in most levels of communication ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting details ☐ state a conclusion ☐ provide a reference list of three or more basic information sources.			*The student is able to:* ☐ demonstrate effective use of a variety of mediums of communication; e.g.: – written: spelling, punctuation, grammar, format – oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice – audio-visual: techniques, tools, clarity, speed and pacing ☐ use correct grammatical convention and technical standards in all levels of communication ☐ provide an introduction that describes the purpose and scope of the project ☐ communicate ideas into a logical sequence with sufficient supporting details ☐ state a conclusion ☐ provide a reference list of three or more basic information sources.		

COMMENTS:

©Alberta Education, Alberta, Canada

Rating Scale

Competency Level		Correct Answers
5	Excellent	18–21
4	Above Standard	15–17
3	At Standard	11–14
2	Below Standard	8–10
1	Repeat Unit	0–7

To qualify for credentialling, the student must attain a competency of 4 or 5.

1. In the event of a serious accident or injury at a work site, who is responsible for investigating and reporting it under the *OH&S Act*?

   A. an OH&S officer
   B. the victim
   C. the employer
   D. everyone at the work site

2. Which of the following hazards would not be covered under the OH&S regulations?

   A. noise exposure
   B. exposure to radioactivity
   C. farm hazards
   D. toxic chemical exposure

3. The main purpose of the OH&S legislation is to:

   A. define standards and responsibilities
   B. tell the worker how to do his or her job
   C. tell managers how to manage their work sites
   D. all of the above

4. Which of the following defines a competent worker?

   A. adequately qualified
   B. suitably trained
   C. sufficiently experienced
   D. all of the above

©Alberta Education, Alberta, Canada

5. Which of the following types of accident should be investigated?

   A. injury accident
   B. lost time accident
   C. material and equipment damage
   D. all of the above

6. The *Occupational Health and Safety Act* requires the employer to do which of the following things when there has been an accident resulting in a serious injury at his or her work site?

   A. notify a Director of Inspection as to the time, place and nature of the accident
   B. carry out an investigation into the circumstances surrounding the accident
   C. prepare a report in accordance with the regulations
   D. all of the above

7. Which of the following operation(s) requires a code of practice?

   A. work that by regulation requires a safe work procedure
   B. work that requires a worker who is competent under the regulation
   C. work undertaken in confined spaces
   D. all of the above

8. Which of the following have to be considered as potential work hazards?

   A. harmful substances
   B. radiation
   C. noise
   D. all of the above

9. The primary routes of entry of harmful substances into the body are:

   A. eyes, skin, ingestion and inhalation
   B. inhalation, absorption through the liver and kidneys, ingestion
   C. skin absorption, ingestion, inhalation, injection
   D. none of the above

10. Which of the following are employer or worker responsibilities under the Chemical Hazard Regulation?

    A. control of sources of contamination in excess of the occupational exposure limits
    B. provide respiratory protective equipment
    C. participate in employee training
    D. all of the above

©Alberta Education, Alberta, Canada

11. Which of the following methods of control is generally regarded to be the least desirable?

    A. ventilation
    B. chemical substitution
    C. personal protective equipment
    D. administrative controls

12. Occupational Health Hazards are addressed by regulations. Which of the following hazards are not covered by OH&S regulations?

    A. noise exposure
    B. exposure to radioactive materials
    C. amount of weight a worker can lift
    D. toxic chemical exposure

13. Employers must select their own specific standards to comply with regulations when:

    A. there is an existing regulation standard
    B. equipment meeting the required external standard is no longer available
    C. the regulation requires a level of performance to be met
    D. none of the above

14. Which of the following is not an external industrial standards used in the General Safety Regulation?

    A. ANSI (American National Standards Institute)
    B. NFPA (National Fire Protection Associations)
    C. SAE (Society of Automotive Engineers)
    D. UBC (United Brotherhood of Carpenters)

15. Which of the following activities is not assigned by regulation to the employer?

    A. providing equipment that is in safe condition
    B. ensuring a worker uses equipment safely
    C. checking that no worker can be injured before a worker starts up machinery
    D. establishing a code of practice for respiratory protective equipment

16. Which of the following conditions would not require a workplace label on a decanting container?

    A. when the decanting container is filled directly from the supplier labelled container
    B. when the decanting container is used by several different people in the work area
    C. when the material in the decanting container is used immediately
    D. none of the above

©Alberta Education, Alberta, Canada

17. Which of the following sections in an MSDS would include data on the immediate and delayed hazardous effects of a chemical?

    A. the radioactivity data section
    B. the toxicological properties section
    C. the preventive measures section
    D. the physical characteristics section

18. Which of the following sections in an MSDS would include information on the appearance and odour of a chemical?

    A. the toxicological properties section
    B. the fire and explosion data section
    C. the reactivity data section
    D. the physical characteristics section

19. The Workers' Compensation Board is designed to:

    A. provide no-fault accident insurance for employees
    B. protect employers from injury-related law suits
    C. refer questions relative to workplace injuries to a board rather than to the courts
    D. all of the above

20. When a worker is injured on a workplace, which of the following forms must be completed by the injured worker?

    A. Employer's Report of Accident
    B. Employee's Report of Accident
    C. Insurance Claim
    D. Will

21. When a worker is injured in a workplace, which of the following forms must be completed by the employer?

    A. Employer's Report of Accident
    B. Employee's Report of Accident
    C. Insurance Claim
    D. Will

©Alberta Education, Alberta, Canada

Multiple Choice Test

1. C
2. C
3. A
4. D
5. D
6. D
7. C
8. D
9. A
10. D
11. C
12. C
13. C
14. D
15. C
16. C
17. B
18. D
19. D
20. B
21. A

©Alberta Education, Alberta, Canada

Competency	Rating Scale				
	4	**3**	**2**	**1**	**0**
1. Define ergonomics.					
2. Describe the principle of ergonomics.					
3. List a minimum of two examples of how the ergonomic principle is applied in a selected workplace.					
4. Describe how ergonomics may be further applied in the selected workplace.					

Rating Scale
Indicate the level of competency for each task by checking the appropriate box.

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

©Alberta Education, Alberta, Canada

Ergonomic Rating Scale

1. The science dealing with adapting the work environment to meet human needs.

2. Fit the task to the worker, rather than the worker to the task.

3. Examples:
   - adjustable furniture
   - appropriate lighting
   - control clustering
   - placement of control indicators
   - accessibility of work interface
   - not exceeding personal limitations

4. Examples:
   - ergonomic keyboards
   - ergonomic chairs
   - lighting controls

©Alberta Education, Alberta, Canada

Scenario

A Jones & Smith Co. Employee was admitted to City Hospital Wednesday after he inhaled the toxic fumes of a cleaning liquid. A hospital spokesman said thc employee was listed in serious condition. Two others were treated for chemical inhalation and are reported in satisfactory condition.

The accident occurred at 11:00 while the three workers were using a potent fluid to clean a 5 m deep pit. Reports state that the inhalation of the chemical chlorothene caused the one worker to go into cardiac arrest. The report further states the workers were found some time later by a passer-by.

Questions

1. Is the occurrence describe above an:

   a. accident
   b. incident

2. List a minimum of three unsafe acts or conditions.

   a.
   b.
   c.

3. List and describe a minimum of four hazard controls needed to prevent a similar accident.

   a.
   b.
   c.
   d.

©Alberta Education, Alberta, Canada

Scenario Assessment Tool

1. Accident, because personal injury occurred. (100% accuracy)

2. Causation:
    a. inadequate PPE
    b. exposure to hazardous conditions (environment)
    c. inadequate ventilation
    d. possible lack of adequate written company policy on confined space entry
    e. lack of an assistant on the outside of the pit
    f. inadequate training of personnel, including not being familiar with the MSDS on chlorothene

3. Hazard controls:
    a. adequate PPE
    b. substitution of a nontoxic cleaning material
    c. provide proper ventilation into the pit
    d. adequate written company policy
    e. have an assistant outside of the pit ready to provide assistance
    f. proper training programs

Rating Scale

To qualify for credentialling, the student must answer all questions correctly.

©Alberta Education, Alberta, Canada

Multiple Choice

1. Which of the following is not a basic need of a fire?

   A. oxygen
   B. carbon dioxide
   C. fuel
   D. heat

2. TDG stands for:

   A. Transporting Damaged Goods
   B. Transportation of Dangerous Goods
   C. Transferring of Dangerous Goods
   D. Transferring of Damaged Goods

3. The placard that has a skull and cross bones on it means that the contents are:

   A. dangerous
   B. poisonous
   C. combustible
   D. a gas

4. The placard that has fire on it means that the contents are:

   A. dangerous
   B. poisonous
   C. combustible
   D. a gas

5. The person who is transporting the goods is called the:

   A. consignor
   B. carrier
   C. consignee
   D. trucker

©Alberta Education, Alberta, Canada

6. The person who is to receive the goods is called the:

   A. consignor
   B. consignee
   C. carrier
   D. trucker

7. The person who is to ship the goods is called the:
   A. consignor
   B. consignee
   C. carrier
   D. trucker

8. A confined space has:

   A. inadequate access
   B. inadequate egress
   C. potentially hazardous environment
   D. all of the above

9. In TDG, PIN stands for:

   A. personal identification number
   B. product identification number
   C. package identification number
   D. none of the above

10. Dangerous goods are divided into areas according to the primary hazards of the material. These are called:

    A. divisions
    B. classes
    C. segregation
    D. partitions

©Alberta Education, Alberta, Canada

True Or False

T F 1. A "confined space" is any area with limited entry and exit, which contains known and potential hazards and which is not designated for continuous human occupancy.

T F 2. Before entering a confined space, an entry permit must be obtained and completed.

T F 3. The two major factors that lead to fatalities when working in confined spaces are failure to recognize hazards and incorrect rescue attempts.

T F 4. Oxygen and other atmospheric tests should be conducted in more than one location.

T F 5. A "hot work" permit must be obtained before entering a confined space that has an average temperature in excess of 90° F.

T F 6. Testing of the atmosphere within a confined space should be conducted to determine any hazards of flammability, an excess or deficiency of oxygen, toxic vapours or gases, as well as toxic substances that can be absorbed through the skin.

T F 7. The permissible exposure level represents the level of atmospheric concentrations to which a person may be repeatedly exposed without suffering adverse health affects.

T F 8. A person's size or strength would prohibit participation in confined space operations.

T F 9. Isolate a confined space prior to entry by disconnecting/blanking off all pipe connections

T F 10. The term standby refers to the individual responsible for observing and maintaining communications with those inside of the confined space.

T F 11. A confined space should be purged and cleaned prior to entry to remove any tank residues and reduce the possibility of harmful contact with toxic materials.

T F 12. When a standby observes that an individual within the confined space has been overcome, the standby should sound the alarm.

T F 13. Either a self-contained breathing apparatus (SCBA) or an air-line respirator with an emergency escape bottle is required if entry into an IDLH (immediately dangerous to life or health) is necessary.

©Alberta Education, Alberta, Canada

T F 14. An oxygen deficiency is present if the percentage of oxygen is below 19.5%.

T F 15. Fire requires fuel, oxygen and heat for ignition to occur. Take away one and the fire cannot occur.

T F 16. Fire needs an atmosphere of 21% oxygen—the same as the air we breath—to sustain ignition.

T F 17. Class A fires are fueled by ordinary combustible or fibrous material, such as wood, paper, cloth and some plastics.

T F 18. Class B fires include flammable or combustible liquids, greases and gases, such as gasoline, paint and propane.

T F 19. Class C fires include electrical equipment such as motors and heaters that are not connected to a power source.

T F 20. Combustible metals (Class D) are difficult to extinguish, because once ignited, they give off sufficient oxygen to support combustion.

T F 21. Class D fires can be extinguished with water.

T F 22. Keeping the work area free of litter is one way to help prevent Class A fires.

T F 23. Gasoline-powered equipment can be refueled while hot if refueling is done in a well-ventilated area.

T F 24. Heat from an uncovered light bulb can easily ignite ordinary combustibles.

T F 25. A spark from a rough-running motor can ignite the oil and dust in it.

T F 26. You may use a higher amp-fuse than is specified for an electrical circuit if you first tag the fuse box to mark the change.

T F 27. Unusual odours from electrical equipment can be the first sign of a potential fire.

T F 28. If the fire you are fighting begins to spread, leave the area and call for help.

T F 29. Use water extinguishers on energized electrical equipment.

T F 30. An Emergency Action Plan should designate people to evacuate all people with disabilities in the building.

©Alberta Education, Alberta, Canada

T F 31. Fire drills are necessary to test the Emergency Action Plan.

T F 32. The last person to evacuate a room should lock the door to prevent vandalism or theft of equipment.

T F 33. Elevators may be used to evacuate a building as long as they remain operable.

T F 34. The power needed to turn on a light bulb is more than enough to kill a person.

©Alberta Education, Alberta, Canada

Theory Test

Multiple Choice

1. B
2. B
3. B
4. C
5. B
6. B
7. A
8. D
9. B
10. B

True or False

1. True
2. False
3. True
4. True
5. False
6. True
7. True
8. True
9. True
10. True
11. True
12. True
13. True
14. True
15. True
16. False
17. True
18. True
19. False
20. True
21. False
22. True
23. False
24. True
25. True
26. False
27. True
28. True
29. False
30. True
31. True
32. False
33. False
34. True

©Alberta Education, Alberta, Canada

Competency	Rating Scale				
	4	**3**	**2**	**1**	**0**
1. Check gauge on extinguisher.					
2. Remove pin.					
3. Stand off an appropriate distance from fire.					
4. Activate extinguisher.					
5. Use sweeping motion at base of fire until fire is extinguished.					
6. Back away from site of fire.					
Optional Refill extinguisher.					

Rating Scale
Indicate the level of competency for each task by checking the appropriate box.

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

©Alberta Education, Alberta, Canada

Competency	Rating Scale				
	4	3	2	1	0
1. Define loss control.					
2. For a selected work site:					
a. obtain and analyze accident and incident records for previous year					
b. describe causes of accidents/incidents analyzed					
c. specify types of safety standards employed in this workplace					
d. describe practices implemented to help prevent reoccurrence of incidents.					
3. Prepare and present a report of loss control measures used in this workplace.					

Rating Scale
Indicate the level of competency for each task by checking the appropriate box.

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 3 in each competency.

©Alberta Education, Alberta, Canada

Loss Control Rating Scale

1. Loss control are measures taken to prevent, reduce or eliminate unplanned events and wastage of resources.

2. a. The student should attempt to obtain data from his or her selected workplace. If access to this data is not possible, the teacher should provide the student with alternative data.

   b. Statements of causation should include references to:
   - direct causes; e.g., struck by an object, fell from a height
   - root causes; e.g., lack of training, inadequate equipment
   - systemic causes (lack of controls); e.g., management practices, failure to develop and/or implement safety policy.

   c. Examples of safety standards include:
   - Canadian Standards Association (CSA)
   - Underwriters Laboratories (UL)
   - National Fire Protection Association (NFPA)
   - Alberta Recommended Practices (ARP)
   - General Safety Regulations (GSR).

   d. The student should discuss the range of corrective actions taken by persons in the workplace to prevent the recurrence of specified incidents; e.g.:
   - improved training
   - installation of guarding
   - safe-work procedures
   - use of PPE
   - material substitutions
   - ergonomic controls.

3. Report Presentation
   a. Organization
   b. Creativity/impact
   c. Key issues addressed:
   - fire prevention
   - security systems
   - employee training systems
   - management commitment
   - material controls.

©Alberta Education, Alberta, Canada

Elements of Effective Safety Investigation

Competency	Rating Scale 4	3	2	1	0
1. Responds to the emergency promptly and positively. a. Takes control at the scene b. Ensures first aid and calls for emergency services c. Controls potential secondary accidents d. Identifies sources of evidence at the scene e. Preserves evidence from alteration or removal f. Investigates to determine loss potential.					
2. Collects pertinent information. a. Gets "the big picture" first b. Interviews witnesses separately c. Interviews on-site whenever feasible d. Puts the person at ease e. Gets the individual's version f. Asks questions at the right time g. Gives the witness feedback of understanding h. Records (in writing) critical information quickly i. Uses visual aids j. Uses re-enactment sparingly and carefully k. Ends on a positive note l. Keeps the communication line open.					
3. Analyzes and evaluates all significant causes. a. Uses the cause and effect (domino) sequence b. Makes a causal factor outline c. Covers immediate causes or symptoms (substandard acts and conditions) d. Covers basic or underlying causes (personal factors and job factors) e. Determines the critical causes f. Covers deficiencies in the management system (inadequate program, inadequate standards, inadequate compliance with standards).					
4. Develops and takes remedial actions. a. Considers alternative controls b. Lowers the likelihood of occurrence c. Reduces the potential severity of loss d. Takes temporary actions immediately e. Takes permanent actions as soon as possible f. Documents with written report.					

©Alberta Education, Alberta, Canada

Competency	Rating Scale				
	4	**3**	**2**	**1**	**0**
5. Reviews findings and recommendations. a. Has every report reviewed by the next higher level manager b. Assesses the quality of the reports and coaches for improvement.					
6. Follow through. a. Conducts investigation review meetings b. Monitors implementation of remedial/preventative actions c. Analyzes data for trends d. Profits from prompt and positive changes based on reviews, analysis and experience.					

Rating Scale
Indicate the level of competency for each task by checking the appropriate box.

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 3 in each competency.

©Alberta Education, Alberta, Canada

The student's safety program should contain a variety of elements including, at least, the following eight.

Competency	Rating Scale				
	4	3	2	1	0
1. Organizational policy and commitment clearly stated in written form.					
2. Process for identifying and recording hazards clearly established.					
3. Process for controlling hazards specified.					
4. Procedure for ongoing safety inspections established.					
5. Procedure for worker: a. Competency assessment criteria established b. Upgrading/training established.					
6. Emergency response procedure clearly specified.					
7. Policy and procedures for accident/incident investigation clearly specified.					
8. Roles and responsibilities for workplace health and safety program administrators clearly indicated.					

Rating Scale
Indicate the level of competency for each task by checking the appropriate box.

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 3 in each competency.

©Alberta Education, Alberta, Canada

Safety Program Rating Scale

1. Organizational policy and commitment must be:
   a. written in any of the following forms:
      - mission statement
      - policy statements
   b. supported and signed by senior executives.

2. The process for identifying and recording of hazards should:
   a. be in writing
   b. specify actions when equipment or operational procedures change
   c. rank hazards as high, medium, low.

3. Indicate procedure for controlling hazards based upon their rank; e.g., safe work procedures.

4. Specify:
   a. when safety inspections must be performed
   b. who performs safety inspections
   c. how safety inspections are to be conducted
   d. where safety inspections must/should be conducted
   e. what to look for when performing a safety inspection.

5. For the selected workplace, specify in writing:
   a. expected worker competencies for critical tasks
   b. upgrading, training, inservices expected and provided; e.g., maintain records of safety training provided.

6. For the selected workplace, specify in writing required responses to anticipated emergencies; e.g.,
   - fire
   - explosion
   - chemical leaks
   - cave-ins
   - worker injury.

7. For the selected workplace, specify in writing policy and procedures for:
   - types of incidents that must be investigated
   - who is to perform each type of investigation
   - who reviews reports
   - who recommends corrective action
   - documentation to be used when recording investigation information.

8. For the selected workplace, specify in writing who is responsible for the administration of the health and safety program; e.g., safety coordinator, human resource officer, occupational health and safety coordinator, industrial hygienist.

©Alberta Learning, Alberta, Canada

Individual Client Service Assessment Tool

Courses	**CTR1030 Client Service 1** **CTR2040 Client Service 2** **CTR3090 Client Service 3**
Theme	**Client Service**

Student: _____ **Date:** _____

ID: _____ **Teacher:** _____

Standards	Students working at or above standard demonstrate the outcomes specified in the checklist below. The minimum rating standard, (2) or (3), for each key performance area is indicated below each course number. The rating scale below defines the level of skill development for each rating standard.

Key Performance Area **Insert expected outcomes for each client service task**	CTS1047	CTS2047	CTS3047
Rating Standard	(2)	(3)	(3)
Client Service Defined: • • •			
Client Service Communication: • • •			
Quality Control: • • •			
Professionalism/Ethics: • • •			

Rating Scale

The student:

4. exceeds defined outcomes, plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality and productivity exceed standards. The student leads others to contribute to team goals, analyzes client needs and provides professional level client services. Clients served indicate high levels of satisfaction.	**3.** meets defined outcomes, plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. The student meets general standards for client service and demonstrates a willingness to improve.	**2.** meets defined outcomes, plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. The student works cooperatively to achieve team goals and provides a reasonable level of client services to most clients' satisfaction.	**1.** meets defined outcomes; follows instructions; and uses a limited range of tools, materials and/or processes, in an appropriate manner. Quality and productivity are reasonably consistent. The student provides a limited range of client services to clients' satisfaction.	**0.** has not completed outcomes. Tools, materials and/or processes are used inappropriately. Clients do not indicate appreciation for services delivered.

(continued)

©Alberta Learning, Alberta, Canada

(continued)

Key Performance Area Insert expected outcomes for each client service task	CTR1030	CTR2040	CTR3090
Rating Standard	(2)	(3)	(3)
Safety/Environmental Awareness: • • •			
Marketing/Sales Ability: • • •			
Client Service Management: • • •			
Other: • • • • • •			

Comments:

Recommendations:

©Alberta Learning, Alberta, Canada

Client Service Logbook: Client Service 1, 2 and 3 — CTR 1030, 2040, 3090

General Outcomes:

The student will:

- demonstrate and record **basic** client services
- demonstrate and record **advanced** client services
- demonstrate and record **professional** client services.

Guide:

Basic client service may include the completion of a minimum number of operations that meet the teacher's expectations.

Advanced client service may include the completion of operations that exceed minimum expectations in regard to the number of services completed, teacher expectations and client satisfaction.

Professional client service may include the completion of operations that meet industry/sector standards in regard to the quality of service delivered and client satisfaction indicated.

Instructions:

- Students create a logbook; e.g., a loose-leaf binder, in which they maintain a record of each client service delivered.

- The logbook sheets might include:
  - name of client/company
  - client address, telephone number, fax number
  - type of client service delivered
  - resources used; e.g., materials, supplies, equipment
  - team members, if applicable
  - procedure followed
  - problems encountered, if any
  - linkages to previously completed courses
  - client level of satisfaction
    - reflections on what was done and how it was done, and recommendations for improvement or future action.

- Students should submit completed Client Service Record Forms for review and evaluation.

- Completed Client Service Record Forms may become part of each student's portfolio.

A sample Client Service Record Form is provided on the following page.

©Alberta Learning, Alberta, Canada

Client Service Record Form		
Student name:		
Course name/number:		
Teacher name:		
Client:		
Service(s) delivered: (Be specific and detailed)		
Resources used:		
• **materials**		
• **supplies**		
• **equipment**		
• **tools**		
Team members, if any:		
Procedure followed: (Use back of page, if necessary)		
Problems encountered, if any:		
Client's level of satisfaction:	1 2 3 4 5 Low High	
Indicators of client satisfaction or dissatisfaction:		
Reflections on: • **what I did** • **how I did it** • **what I would do differently**		
Teacher assessment:	%	**Comments:**
Student comments:		

©Alberta Learning, Alberta, Canada

©Alberta Learning, Alberta, Canada

CAREER TRANSITIONS

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

TABLE OF CONTENTS

LINKAGES
- With Other CTS Strands H.3
- With Other Secondary Programs H.3

TRANSITIONS H.3
- To the Workplace H.3

CREDENTIALLING H.3

Charts:
- Career Transitions: Connections with Other CTS Strands H.4
- Career Transitions in Junior High H.5
- Career Transitions in Senior High H.6
- Career Transitions: Connections Across the Curriculum H.7
- Credentialling Opportunities in Career Transitions H.8

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

The Career Transitions strand provides career-readiness project, practicum, safety and leadership modules that may be combined with modules in other CTS strand to increase opportunity for students to develop expertise and refine their competencies. For example, a plant production or landscape venture from the Agriculture strand may require more than the 25, 50 or 75 hours available through modules by that name. In these cases, project and/or practicum modules from the Career Transitions strand can be accessed so as to provide sufficient time for completion of learning and the task.

Career Transitions modules can be linked to modules in all other CTS strands. **Career Readiness** modules support other modules that involve students in any form of off-campus learning activities.

Career Extensions modules may be used to extend and enhance learning initiated in a module(s) from another CTS strand.

Career Credentialling modules may be used to provide opportunities for students to qualify for external credentials.

Leadership and Safety modules may be used to enhance life skills and employability in conjunction with modules from all other CTS strands.

A chart showing connections to other CTS strands is provided in this section.

Linkages of Career Transitions modules with other CTS strands are provided in this section (see "Career Transitions in Junior High" and "Career Transitions in Senior High".

With Other Secondary Programs

The Career Transitions may be linked with other core and complementary subject areas across the curriculum. These modules provide opportunities for students to extend and apply related knowledge and skills in practical ways. Potential linkages of Career Transitions with other core and complementary subject areas across the curriculum are identified in this section (see "Career Transitions: Connections Across the Curriculum").

TRANSITIONS

To the Workplace

Introductory, intermediate and advanced modules are designed to develop knowledge, skills and attitudes that facilitate transitions to occupations in Alberta's workplaces. Some career sectors welcome individuals who have basic skills and other skills addressed in the Career Transitions strand; e.g., Safety and Leadership, and are prepared to learn through further training from the employer.

There are currently no direct linkages between the Career Transitions modules and post-secondary programs.

CREDENTIALLING

Students may earn partial or complete credentials recognized in the workplace and/or post-secondary institutions by demonstrating specified competencies within the CTS curriculum. Career Transitions Modules can provide opportunities for students to develop competencies that link with a variety of external courses and credentials, including:

- First Aid certificate courses
- Job Safety Skills modules.

Teachers may wish to explore opportunities for linking modules in Career Transitions with these and/or other credentialling programs. Further information regarding credentialling in Career Transitions is provided in this section (see "Credentialling Opportunities in Career Transitions").

©Alberta Education, Alberta, Canada

LINKAGES - ***Career Transitions: Connections with Other CTS Strands***

Career Transitions Modules	Other CTS Strands: Agriculture	Communication Technology	Community Health	Construction Technolgics	Cosmetology Studies	Design Studies	Energy and Mines	Electro-Technologies	Enterprise and Innovation	Fashion Studies	Financial Management	Foods	Fabrication Studies	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Career Readiness																					
CTR1010: Job Preparation	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
CTR2010: Job Maintenance	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
CTR3010: Preparing for Change	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Theme: Career Extensions																					
CTR1110: Project 1A	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR1120: Project 1B	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR2110: Project 2A	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR2120: Project 2B	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR2130: Project 2C	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR2140: Project 2D	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR2150: Project 2E	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3110: Project 3A	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3120: Project 3B	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3130: Project 3C	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3140: Project 3D	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3150: Project 3E	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
Theme: Career Credentials																					
CTR3040: Practicum 3A	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3050: Practicum 3B	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3060: Practicum 3C	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3070: Practicum 3D	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3080: Practicum 3E	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
Theme: Leadership																					
CTR1020: Leading by Example	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR2020: Taking the Lead	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR2030: Governance & Leadership	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3020: Organizational Leadership	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3030: Leading for Change	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
Theme: Job Safety Skills																					
CTR1210: Personal Safety (Management	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR2210: Workplace Safety Practices	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
CTR3210: Safety Management Systems	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤

■ Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

▤ Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.

©Alberta Education, Alberta, Canada

LINKAGES - *Career Transitions in Junior High*

Course Emphasis	Career Transitions Modules	Cosmetology Modules	Community Health Modules
Leadership (3 modules)	Leading by Example CTR1020 Taking the Lead CTR2020	Personal Images COS1010	
Integrated (4 modules)	Job Preparation CTR1010 Leading by Example CTR1020 Personal Safety (Management) CTR1210	Personal Images COS1010	
Integrated (5 modules)	Leading by Example CTR1020 Taking the Lead CTR2020 Personal Safety (Management) CTR1210	Personal Images COS1010	Caring for Children CMH1040

©Alberta Education, Alberta, Canada

Area of Course Emphasis	Career Transitions Modules	Work Experience	RAP	Other CTS Strands
Career Readiness (variable credits)	CTR1010 Job Readiness CTR2010 Job Maintenance	15, 25 or 35 (Available for 3 to 10 credits each course)	15 25a 25b 25c 25d 35a 35b 35c 35d	All
Career Extensions (Projects) (variable credits)	CTR1110 Project 1A CTR1120 Project 1B CTR2110 Project 2A CTR2120 Project 2B CTR2130 Project 2C CTR3110 Project 3A CTR3120 Project 3B CTR3130 Project 3C CTR3140 Project 3D CTR3150 Project 3E	No	No	All
Career Credentials (Practicum) (variable credits)	CTR3040 Practicum A CTR3050 Practicum B CTR3060 Practicum C CTR3070 Practicum D CTR3080 Practicum E	No	No	All
Job Safety Skills (variable credits)	CTR1210 Personal Safety (Management) CTR2210 Workplace Safety (Practices) CTR3210 Safety Management Systems	15, 25 or 35 (Available for 3 to 10 credits each course)	15 25a 25b 25c 35a 35b 35c 35d	All
Leadership (variable credits)	CTR1020 Leading by Example CTR2020 Taking the Lead CTR3020 Organizational Leadership CTR2030 Governance & Leadership CTR3030 Leading for Change	15, 25 or 35 (Available for 3 to 10 credits each course)	15 25a 25b 25c 35a 35b 35c 35d	All

©Alberta Education, Alberta, Canada

Across the Curriculum

Career Transitions Modules	Junior High						Senior High										
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Career Readiness																		
CTR1010: Job Preparation		▤			▤			▤						▤				
CTR2010: Job Maintenance		▤			▤			▤						▤				
CTR3010: Preparing for Change		▤			▤			▤						▤				
Theme: Career Extensions																		
CTR1110: Project 1A																		
CTR1120: Project 1B																		
CTR2110: Project 2A																		
CTR2120: Project 2B																		
CTR2130: Project 2C																		
CTR2140: Project 2D																		
CTR2150: Project 2E																		
CTR3110: Project 3A																		
CTR3120: Project 3B																		
CTR3130: Project 3C																		
CTR3140: Project 3D																		
CTR3150: Project 3E																		
Theme: Career Credentials																		
CTR3040: Practicum 3A																		
CTR3050: Practicum 3B																		
CTR3060: Practicum 3C																		
CTR3070: Practicum 3D																		
CTR3080: Practicum 3E																		
Theme: Leadership																		
CTR1020: Leading by Example		▤			▤	▤		▤						▤	▤			
CTR2020: Taking the Lead		▤			▤	▤		▤						▤	▤			
CTR2030: Governance & Leadership		▤			▤			▤						▤	▤			
CTR3020: Organizational Leadership		▤			▤	▤		▤						▤	▤			
CTR3030: Leading for Change		▤			▤			▤						▤	▤			
Theme: Job Safety Skills																		
CTR1210: Personal Safety (Management)				▤	▤	▤				▤				▤				
CTR2210: Workplace Safety Practices				▤	▤	▤				▤				▤				
CTR3210: Safety Management Systems				▤	▤	▤				▤				▤				

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts. ■

Provides some links with course content, usually through the application of related technologies and/or processes. ▤

©Alberta Education, Alberta, Canada

CREDENTIALLING – *Credentialling Opportunities in Career Transitions*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Job Safety Skills	Job Safety Skills Society		Personal Safety (Management) (CTR1210) Workplace Safety Practices (CTR2210) Safety Management Systems (CTR3210)	Variable (e.g., First Aid, WHMIS)	Key contact for more information: Job Safety Skills Society, phone (403) 423-6556 or (403) 423-8388
Emergency First Aid	St. John Ambulance Canadian Red Cross		Personal Safety (Management) (CTR1210)	Certified First-Aid / CPR Instructor	See *Community Health*

©Alberta Education, Alberta, Canada

SECTION I:
LEARNING RESOURCE GUIDE

This section of the GSI explains how to obtain up-to-date information regarding learning resources that have been identified to support the delivery of courses in this strand. It provides directions for searching, by electronic means, the most current information on:

- authorized student basic, support and authorized teaching resources—resources approved by Alberta Learning for use in this strand
- provincial software agreements—licensing agreements that allow school jurisdictions to purchase educational software at significantly reduced prices
- additional sources of information—other titles and information sources that may provide potentially useful ideas for courses in this strand.

The resource listings compiled for this strand are time sensitive and subject to change. Teachers are encouraged to browse the web sites identified in this guide on a regular basis for the most up-to-date information on new learning resources, more recent versions/editions and other sources of support.

TABLE OF CONTENTS

CTS AND THE RESOURCE-BASED CLASSROOM I.3

LEARNING RESOURCE POLICY I.3

HOW TO OBTAIN UP-TO-DATE INFORMATION I.4
- Authorized Resources I.4
- Provincial Software Agreements I.4

HOW TO ORDER AUTHORIZED RESOURCES I.5

ADDITIONAL SOURCES OF INFORMATION I.5
- CTS Council I.5
- Telus 2Learn Alliance I.5

OTHER SOURCES OF SUPPORT I.5
- ACCESS: The Education Station I.5
- National Film Board of Canada I.6
- Media and Resource Centres I.6
- Alberta Learning Monographs I.6

©Alberta Learning, Alberta, Canada

NOTICE

SECTION I: LEARNING RESOURCE GUIDE

Alberta Learning authorizes a variety of resources that support learning and teaching in this strand. The 1999 amendments to Section I provide directions for obtaining, by electronic means, up-to-date information about authorized resources and other sources of information.

Teachers are encouraged to browse the web sites identified in this guide on a regular basis for the most up-to-date information on:

- authorized resources; i.e., student basic, support, and authorized teaching
- provincial software licensing agreements
- additional sources of support.

The lists of authorized resources that were previously included in Section I have been removed from the 1999 amendments to this document. From 1999 onward, up-to-date listings of authorized resources are to be accessed through:

- the Learning Resources Distributing Centre *Buyers Guide*, available electronically at <http://ednet.edc.gov.ab.ca/lrdc>
- the Authorized Resources Database, available electronically at <http://ednet.edc.gov.ab.ca> under Students and Learning, Learning and Teaching Resources.

Subsequent amendments to the *Guide to Standards and Implementation* for other CTS strands will include similar changes to Section I.

©Alberta Learning, Alberta, Canada

LEARNING RESOURCE GUIDE

This section of the guide provides directions for obtaining, from electronic sources, up-to-date information about learning resources that support the delivery of CTS courses in this strand. Teachers may use the information to search for current listings of:

- authorized resources that support learning and teaching
  - basic learning resources
  - support learning resources
  - authorized teaching resources
- provincial software licensing agreements
- additional sources of information
  - other titles and sources that contain potentially useful information and ideas
  - web sites that may provide access to global networks of information.

Learning resources for this strand will continue to be updated in order to maintain and expand access to current information suitable for use in a variety of CTS learning environments.

CTS AND THE RESOURCE-BASED CLASSROOM

CTS supports the development of resource-based classrooms where a variety of appropriate, up-to-date print and nonprint resources are available. This approach enables students to:

- interact with a wide range of information sources
- access and use information sources appropriately
- take an active role in managing their own learning.

CTS identifies learning resources in print, software, video and CDROM formats, as well as other sources of information available in the community and through the Internet.

Collaboration between the teacher–librarian and CTS teacher in planning resource-based research activities will ensure that students develop research skills as they increase their understanding of subject content. Planned and purposeful research activities will help students learn to gather, process and share information, and will require access to a range of current print and nonprint resources available in the school library, other libraries, the community and/or from other sources.

Teachers are encouraged to reference *Focus on Research: A Guide to Developing Students' Research Skills,* referenced in the Alberta Learning Monographs section of this guide, when planning research activities.

LEARNING RESOURCE POLICY

Alberta Learning authorizes resources considered appropriate for provincial programs of study and that have met criteria for acceptability. The authorized resources for CTS include:

- student basic—resources that address the majority of the learner outcomes in one or more CTS courses
- student support—resources that assist in addressing some of the learner outcomes of a CTS course
- authorized teaching—resources that support the implementation of one or more CTS courses and assist teachers in the instructional process.

The Learning Technologies Branch also has developed distance education materials for a number of CTS courses. These course materials, also authorized by the province of Alberta, include a range of print and electronic products that can be used to support teaching and learning in CTS.

School boards may identify and approve instructional materials for use in their schools under section 44 (2) of the *School Act.* Many school boards have delegated the power to approve resources to school staff or other board employees under section 45 (1) of the *School Act.*

©Alberta Learning, Alberta, Canada

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit
Curriculum Standards Branch
Alberta Learning
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB, Canada T5K 0L2
Telephone: 780–422–4872 (to be connected toll free inside Alberta dial 310–0000)
Fax: 780–422–0576
Internet: <http://ednet.edc.gov.ab.ca>

HOW TO OBTAIN UP-TO-DATE INFORMATION

Authorized Resources

A searchable online index of all student basic, support and authorized teaching resources for courses in this CTS strand is provided through the Authorized Resources Database on the provincial web site. Each entry in the database provides bibliographic information about the resource, an annotation where appropriate, a correlation to specific one-credit courses in this strand, and information about how to obtain the resource.

The Authorized Resources Database can be accessed at <http://ednet.edc.gov.ab.ca>:

- click on "Students and Learning"
- select "Learning and Teaching Resources"
- then select the "Authorized Resources Database".

When using the database to search for resources within a particular CTS strand:

- enter the strand name as the "Curricular Area"
- select the desired "Format" and "Authorization Status" from the options provided
- click on "Submit".

The database begins each list of student basic, support and authorized teaching resources with those resources that been authorized most recently.

Upon first entering the database, the user is provided with a title and brief description of each resource, accompanied with copyright information, authorization status, number of pages and intended use by curriculum area and grades. Then by clicking on the "More" icon, a more detailed description of each resource can be obtained, along with additional information regarding publisher/distributor, physical appearance, cost, correlation to individual CTS courses, how to obtain the resource and where the resource can be previewed.

Up-to-date information regarding the availability of distance education materials for CTS courses (i.e., print products, electronic products, products in development) can also be obtained through the web site:

- click on "Students and Learning"
- select "Learning and Teaching Resources"
- then select the "Learning Technologies Branch".

Teachers are encouraged to browse the Authorized Resources Database and Learning Technologies Branch Homepage on a regular basis for the most up-to-date information on authorized learning resources and distance education course materials that are available.

Provincial Software Agreements

Due to frequent upgrades occurring in productivity software (e.g., software packages developed for word processing, spreadsheet, database, multimedia, drawing and design applications), this kind of software is no longer authorized by the department. However, a number of provincial licensing agreements for software products are in place that allow school jurisdictions to purchase productivity software at significantly reduced prices.

An up-to-date listing of provincial software agreements can be obtained through the "Technology" section of the web site. Teachers are encouraged to browse this listing on a regular basis for information regarding additional provincial software licensing agreements that may be established from time to time.

©Alberta Learning, Alberta, Canada

HOW TO ORDER AUTHORIZED RESOURCES

Most of the student basic, support and authorized teaching resources can be obtained from the Learning Resources Distributing Centre (LRDC). The LRDC *Buyer's Guide*, available in electronic or print formats, provides a complete listing of resources available for purchase and additional ordering information. The LRDC can be contacted at:

12360 – 142 Street
Edmonton, AB, Canada T5L 4X9
Telephone: 780–427–5775 (to be connected toll free inside Alberta dial 310–0000)
Fax: 780–422–9750
Internet: <http://ednet.edc.gov.ab.ca/lrdc>.

It is recommended that all resources be previewed prior to purchase. In some instances, teachers may find it desirable to purchase one copy for their reference and additional copies as required.

ADDITIONAL SOURCES OF INFORMATION

There are many additional sources of information—other titles, and information available from government, professional associations, industry organizations and community agencies—that may provide potentially useful ideas for courses in this strand. Of further note are a number of web sites relevant to courses in this strand, which when used effectively, can provide both teachers and learners with a global network of useable information.

The responsibility to evaluate these additional sources of information prior to selection rests with the user, in accordance with any existing local policy.

CTS Council

An online listing of additional sources of information relevant to courses in this strand is available on the CTS Council web site at <http://ctscouncil.com>. This site can be accessed through the CTS homepage by going to "Related Sites".

Each entry in this listing includes the name of the resource or agency/organization, appropriate distributor/contact information, and where possible a description of the materials/services available.

The CTS Council welcomes your suggestions for maintaining and expanding the sources of information that are shared through this site.

Telus 2Learn Alliance

A searchable online listing of web sites containing information and materials relevant to courses in this strand is available through the Telus 2Learn Alliance at <http://www.2Learn.ca>. This site can also be accessed through the CTS homepage by going to "Related Sites".

The Telus 2Learn Alliance welcomes your feedback and ideas on these and other sites relevant to courses in this strand.

OTHER SOURCES OF SUPPORT

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, ACCESS: The Education Station will copy audiotapes and videotapes for teachers.

ACCESS: The Education Station publishes listings of audiocassettes and videocassettes as well as a comprehensive programming schedule. For further information, visit their web site at <http://www.accesstv.ab.ca>.

©Alberta Learning, Alberta, Canada

National Film Board of Canada

The National Film Board of Canada (NFB) has numerous audiovisual resources that may be suitable for use in CTS courses. While these resources can be ordered directly from the NFB, many of their materials are also available in public libraries.

For a list of NFB audiovisual resources indexed by title and subject, or to place an order for audiovisual resources, visit their web site at <http://www.nfb.ca>.

Media and Resource Centres

There are a number of urban media and regional resource centres across the province that provide on a loan basis instructional materials that may support CTS courses. Teachers are encouraged to contact their local media or resource centre for further information regarding services that are available.

Urban Media Centres

Calgary Board of Education
Calgary, AB, Canada
Web site: <www.cbe.ab.ca>

Calgary Separate School Board
Calgary, AB, Canada
Web site: <www.crcssd1.calgary.ab.ca>

Edmonton Catholic School District
Edmonton, AB, Canada
Web site: <www.ecs.edmonton.ab.ca>

Edmonton Public School Board
Edmonton, AB, Canada
Web site: <www.epsb.edmonton.ab.ca>

Elk Island Public School Division
Sherwood Park, AB, Canada
Web site: <www.ei.educ.ab.ca>

Medicine Hat School District
Medicine Hat, AB, Canada
Web site: <www.sd76.ab.ca>

Northern Lights School Division
Spirit River, AB, Canada
Web site: <www.nlsd.ab.ca>

Red Deer Public School District
Red Deer, AB, Canada
Web site: <www.rdpsd.ab.ca>

Regional Resource Centres

Zone 1
Zone One Regional Resource Centre
Peace River, AB, Canada
Web site: (not yet available)

Zone 2/3
Central Alberta Media Services
Sherwood Park, AB, Canada
Web site: <www.cams.ab.ca>

Zone 4
Parkland Regional Library
Lacombe, AB, Canada
Web site: <www.prl.lacombe.ab.ca>

Zone 5
South Central Alberta Resource Centre
Strathmore, AB, Canada
Web site: (available in September 1999)

Zone 6
Southern Alberta Learning Resource Centre
Lethbridge, AB, Canada
Web site: (available in July 1999)

Alberta Learning Monographs

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991 (LRDC Product No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

©Alberta Learning, Alberta, Canada

- *Students' Interactions Developmental Framework: The Social Sphere,* 1988 (LRDC Product No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Focus on Research: A Guide to Developing Students' Research Skills,* 1990 (LRDC Product No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning,* 1990 (LRDC Product No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

©Alberta Learning, Alberta, Canada

[The 1997 text was deleted September 1999.]

Note

Effective September 1999, pages I.9 to I.34 have been deleted and not replaced.

©Alberta Learning, Alberta, Canada

CAREER TRANSITIONS

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Career Transitions.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is <u>not</u> a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

TABLE OF CONTENTS

BACKGROUND INFORMATION J.3

Components of a Student Learning Guide J.3
Strategies for Developing Student Learning Guides J.4

SAMPLE STUDENT LEARNING GUIDE TEMPLATE J.5

SAMPLE STUDENT LEARNING GUIDES

CTR1010 Job Preparation J.11
CTR1210 Personal Safety (Management) J.19
CTR2210 Workplace Safety (Practices) J.25
CTR3210 Safety Management System J.31

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

BACKGROUND

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

   This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

   In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

   This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

   This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

   This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note**: A module is

©Alberta Education, Alberta, Canada

"successfully completed" when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

   Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

   This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement.*

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see "Student Learning Guide Template", pages J.5–10). Several sample student learning guides are also provided in this section (see "Sample Student Learning Guides," starting on page J.11.

©Alberta Education, Alberta, Canada

CAREER & TECHNOLOGY STUDIES

SAMPLE STUDENT LEARNING GUIDE TEMPLATE

Sample Student Learning Guides
CTS, Career Transitions /J.5
(1997)
©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

WHY TAKE THIS MODULE?

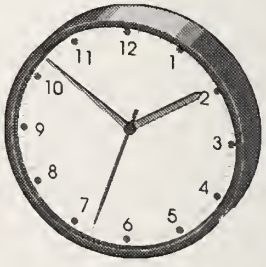
WHAT DO YOU NEED TO KNOW BEFORE YOU START?

©Alberta Education, Alberta, Canada

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

-
-
-
-
-
-
-
-

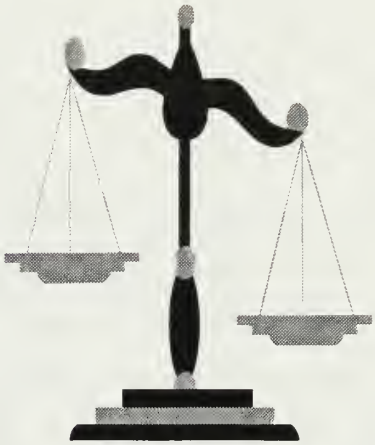
WHEN SHOULD YOUR WORK BE DONE?



©Alberta Education, Alberta, Canada

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

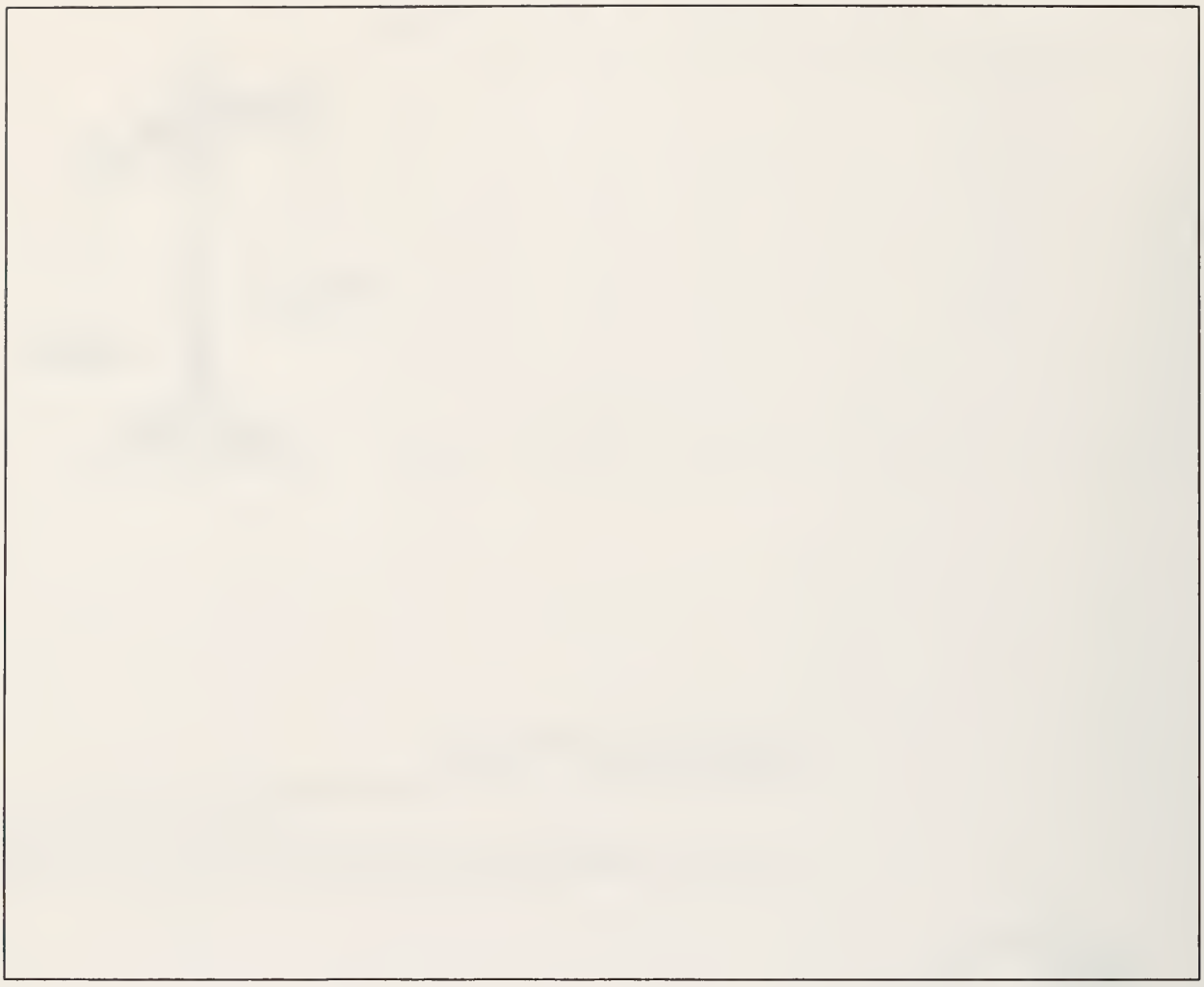


WHICH RESOURCES MAY YOU USE?

-
-
-
-
-
-

©Alberta Education, Alberta, Canada

ACTIVITIES/WORKSHEETS



©Alberta Education, Alberta, Canada

CAREER & TECHNOLOGY STUDIES

CAREER TRANSITIONS

SAMPLE STUDENT LEARNING GUIDE

CTR1010 Job Preparation

Sample Student Learning Guides
©Alberta Education, Alberta, Canada
CTS, Career Transitions /J.11
(1997)

WHY TAKE THIS MODULE?

- It can help you in identifying preferred careers.
- You will learn how to identify your many competencies.
- It could help you:
  - find a job
  - get the job
  - keep the job.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, to ensure success, you should have enthusiasm and a willingness to learn.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

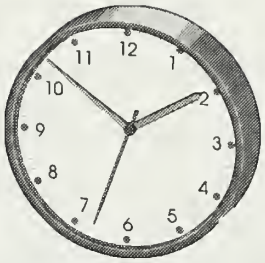
- identify and develop knowledge, skills and attitudes appropriate for conducting successful employment searches
- communicate in the language in which business is conducted
- prepare a personal employment search portfolio
- use technologies, tools and information systems appropriately for job preparation
- demonstrate basic competencies.

Sample Student Learning Guides
©Alberta Education, Alberta, Canada

WHEN SHOULD YOUR WORK BE DONE?

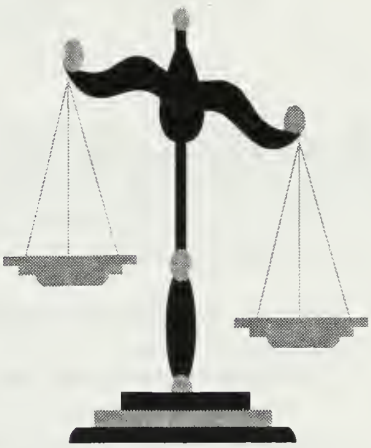
Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

Competencies	Percentage
You must first demonstrate **all** the competencies required for this module. When you have done this, your percentage mark will be determined as follows.	
Completion of a PORTFOLIO that includes:	
• self-assessment profile	10–15%
• personal employment search portfolio	10–15%
• an application form	10–15%
• a covering/introductory letter	10–15%
• a résumé	10–15%
• an interview.	20–25%
Being able to identify and describe:	
• safe and unsafe work situations	5– 8%
• WHMIS symbols	5– 8%
• injury accident reporting procedures	5– 8%
• role of various agencies; e.g., WCB, OH&S, Employment Standard Codes	15–20%



©Alberta Education, Alberta, Canada

WHICH RESOURCES MAY YOU USE?

- *Expanding Your Horizons*. Judi Misener and Susan Kearns, 1993
- *Employability Skills Portfolio: Creating My Future*, Calgary Educational Partnership Foundation, 1994
- Job Search Success System: Units 1, 2 and 3
- *Job Seekers' Handbook*, Advanced Education and Career Development
- *Knowing About Yourself, Knowing About Careers* (Pathways Series), Nancy Hutchinson and John G. Freeman, 1994
- Occupational Health and Safety: A Workers' Guide
- *Occupational Health and Safety Act*
- *Success in the Workplace*. Margaret Brand and Ann Olney Sparkes, 1990
- *Succeeding with the Interview* (pathways Series). Nancy Hutchinson and John Freeman, 1994
- *The Career Planner*. Advanced Education and Career Development, 1993
- *Transitions: A Practical Guide to the Workplace*. Linda Winder, Sonia Stih and Jim O'Connor, 1989

ACTIVITIES/WORKSHEETS

1. Job Search. Job search is a process not an event. Knowing the steps in the process and carefully planning each step will enhance your chances of finding a job, becoming employed and keeping the job.
   - 1.1 Through class discussion or a brainstorming session with friends:
     - 1.1.1 identify and list all of the steps in the job search process
     - 1.1.2 prioritize the steps. That is, which step do you think is most important, next in importance, etc. Be able to give reasons for your decisions.

2. Self-assessment. Knowing and being able to categorize your competencies (knowledge, skills, interests, attitudes) is the first step in the job search process.
   Many of the resources listed in the "Which Resources May You Use" section of the Student Learning Guide suggest ways to perform a self-assessment.
   - 2.1 Select and complete any one of the self-assessment strategies contained in an available resource.
     AND/OR
   - 2.2 Use the "Self-assessment Tool" (Activity 1) attached to this Guide to complete your self-assessment.
     AND/OR
   - 2.3 Using a 5"–8" card or sheet of paper (e.g., personal skills, technical skills, values, interests, goals):
     - 2.3.1 list the things you like to do on one side
     - 2.3.2 list the things you do not like to do on the other side
     - 2.3.3 review both lists and then describe your major strengths and areas in which you could improve your strengths.

©Alberta Education, Alberta, Canada

2.3.4 Make a list of words that best describe you:
- Do this alone and then ask two or more of your friends to add or subtract descriptions from the list. OR
- Work with two or more friends or classmates. THEN
- Write a paragraph that best describes your interests, values, skills, specialized knowledge.

3. Occupational Profile. Before making any career or job decision it is important to know what competencies are required for entry-level positions and the competencies required for higher level positions.
   3.1 Select two occupations that interest you and create a profile of each. Each profile should include:
      3.1.1 the name and brief description of the occupation.
      3.1.2 the name of at least two local companies in which the occupation is performed.
      3.1.3 a list of both the qualifications and competencies required for:
         - entry-level positions
         - supervisory positions
         - management positions.

4. Application Form. Most jobs require applicants to complete and submit an application form. Some of these forms are simple; others may be more complex.
   4.1 Visit any two of the businesses/companies that you profiled previously and obtain an application form from each.
   4.2 Complete the application form.
   4.3 Have your teacher review the form.
   4.4 Submit each form with a covering letter requesting each company to consider employing you.
   4.5 Ensure that you give adequate thought in responding to questions, such as:
      - Why do you want to work for this company?
      - How will hiring you help this company?

5. Résumé. A résumé is usually a written statement that the writer hopes will present him or her in a positive way to prospective employers and others. A résumé should include information on your education, achievements (e.g., grades, awards) your career plan(s), work history, hobbies and interests, and the names, positions and addresses of at least three people who know you and who are willing to act as references for you.
   5.1 Review the different formats for creating a résumé in available resources.
   5.2 Select one of the formats and create a résumé for yourself.
   5.3 Consider whether the same résumé or one using a different format might be used to apply for jobs in different companies.
   5.4 What factors will you consider in deciding to change the format of your résumé? What new impact do you hope the new format will achieve?
   5.5 Contact the personnel office/person responsible for hiring in a local company or business. Ask questions about the type and length of resume preferred by each.
   5.6 Customize a minimum of two résumés that meet the specifications received from persons contacted.

6. Job Interview. The job interview is important. It provides a job applicant with the opportunity to show and to tell the prospective employer why you should be hired.
   6.1 List the factors that should be considered prior to the interview. Categorize them under the following headings:
      - personal appearance
      - knowledge of company
      - attitude
      - paperwork/credentials.

©Alberta Education, Alberta, Canada

6.2 Role play a series of interviews with classmates and with friends. Make sure that you are asked and that you practise responses to the following types of questions:
- Why do you want to work for this company?
- How will hiring you help this company?

7. Health and Safety. In every workplace, safety is everybody's business. Various government departments and other agencies have legislation, rules and procedures to ensure that the workplace is made safe and that everyone know how to maintain a safe workplace and how to work safely.
   7.1 Using resources available both in class and in the community:
      7.1.1 list and describe the purpose of workplace safety legislation
      7.1.2 identify the meaning of a minimum of 10 WHMIS symbols
      7.1.3 describe the purpose of a MSDS label and the meaning of each symbol.
   7.2 Describe the purpose of the Employment Standards Code:
      7.2.1 How does the Code affect employees?
      7.2.2 How does the Code affect employers?
   7.3 Demonstrate how you would:
      7.3.1 respond to an injury accident to yourself
      7.3.2 respond to an injury accident to a classmate, fellow employee
      7.3.3 describe the reporting procedure used and the purpose of this procedure
      7.3.4 describe and, if possible, demonstrate how you would improve the safety/safe work practices in a given classroom/laboratory/workplace.

8. Developing a Portfolio. A portfolio is a collection of information about a person, a theme or a collection of similar things. Your portfolio should contain information about you. This information may be in the form of school reports, certificates, letters of commendation, examples of your best work in each of your subject areas, your career goals and plans, how you intend to reach these goals, etc. In other words, your portfolio should be designed to present you to other in the best possible light. It should showcase your abilities, interests, experiences, achievements and indicate your knowledge and use of the job search process.
   8.1 Look at portfolios created by other students.
   8.2 Develop and maintain a portfolio. Make it distinctively yours.

9. Responding to Offers of Employment and Rejection. Work seekers must be prepared to respond effectively and promptly to both offers of employment and letters of rejection. In the first, the prospective employer wants to know if you accept the offer of employment. In the case of a rejection, a courteous response thanking the interviewer for taking the time to interview you may result in being called back for future positions with the company.
   9.1 Prepare a letter accepting the offer of employment.
   9.2 Prepare a letter in response to being rejected for a position.

©Alberta Education, Alberta, Canada

Activity 1
Self-Assessment Tool

My Competencies	Technical	Personal	Interpersonal
Knowledge e.g.: • I know . . . • I know how to . . . • I can research . . . • I can problem solve . . . •			
Skills e.g.: • I can operate . . . • I can construct . . . • I can make . . . • I can provide service to . . . •			
Attitudes e.g.: • I appreciate . . . • I respect . . . • I like . . . • I dislike . . . • I want to . . . •			

©Alberta Education, Alberta, Canada

Activity 1 (continued)

Self-Assessment Tool

Goals: What I want for myself	Strategies: How I intend to achieve my goals
My Personal Goals are: • • • •	
My Career Goal(s) is (are): • • • •	
Experience	
Work Experience(s)	
Volunteer Experience(s)	
Other Experience(s)	

©Alberta Education, Alberta, Canada

CAREER & TECHNOLOGY STUDIES

CAREER TRANSITIONS

SAMPLE STUDENT LEARNING GUIDE

CTR1210 Personal Safety (Management)

Sample Student Learning Guides
©Alberta Education, Alberta, Canada
CTS, Career Transitions /J.19
(1997)

WHY TAKE THIS MODULE?

- It could save you and others from injury or death.
- You'll learn how to recognize and deal with hazards.
- You'll have the opportunity to earn an emergency first-aid certificate.
- It can help you get a job.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

To ensure success you should have:

- enthusiasm and a willingness to learn
- a positive approach toward safety.

©Alberta Education, Alberta, Canada

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

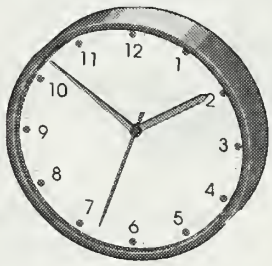
Upon completion of this module you will be able to:

- identify and describe:
  - health and safety stakeholders
  - legislation relating to health and safety
  - hazards; e.g., in offices
  - careers in safety
- demonstrate basic health and safety practices, including:
  - burn prevention
  - use of personal protective equipment (PPE)
  - back care
- develop and implement a personal health and safety plan
- successfully complete a course in emergency first aid (EFA)
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



©Alberta Education, Alberta, Canada

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark will be determined as follows:	
Report	20 – 30%
First Aid Competency	15 – 25%
Safety Plan	25 – 30%
Safety Competencies	40 – 50%

WHICH RESOURCES MAY YOU USE?

- *Occupational Health and Safety Act* (OH&S)
- General Safety Regulations
- OH&S Pamphlets
- Workers' Compensation Board Pamphlets (WCB)
- Workplace Hazard Material Information System (WHMIS) Handbook
- Back Care slides
- *WHMIS: Working for You* video
- *Health and Safety: Strike Out Injuries* video
- *So it Won't Happen Again* video
- *Equipped for Safety* video
- *Noise Induced Hearing Loss – No Second Chance* video
- Personal Protective Equipment
- Back Care Owner's Manual
- Emergency First Aid Manual
- *Office Safety: It's a Jungle in There* video
- *Fire Power* video
- *Stop it Burning* video

©Alberta Education, Alberta, Canada

ACTIVITIES/WORKSHEETS

1. Hazard Identification. Hazards are found in every aspect of a person's life. Identifying and controlling these hazards can result in a decrease in accidents and health.
   - 1.1 Watch the office safety video *Office Safety: It's a Jungle in There* and for a selected office observe hazards and report on solutions needed to make them safer.
   - 1.2 Interview an office worker knowledgeable about safety on office accidents; office hazards; need for control of hazards; common problems which result in accidents.

     or

     Create a list of hazards found in various workplaces (include physical, biological, chemical and attitudinal hazards.) Suggest hazard-prevention strategies.
   - 1.3 Visit a local industry that has a safety program and job shadow a safety inspection. Report on the types of hazards inspected and assess the controls used.
   - 1.4 Select a special health hazard not usually found in a work site and research the controls needed to reduce or eliminate the danger of exposure to this hazard.
   - 1.5 Recognize that habits are hard to break by selecting a personal habit (i.e., smoking, gum chewing) and for one week try to eliminate that particular habit.
   - 1.6 Select a physical hazard and prepare a one- to two-page report that explains the dangers and controls used to deal with this hazard; e.g., noise, radiation, temperature, pressure.

     or

     Research a newspaper or magazine and locate three articles that review/report on how harmful substances can enter the body. Explain what preventive measures could have been used to stop the harm from taking place.

2. Rights and Responsibilities. Everybody in the workplace has a duty to make it as safe as possible for themselves and others. This is not just an option, it is a legislated duty.
   - 2.1 Make a list of at least 10 questions you would ask a new employer about the work site you are about to enter. Once complete, compare your questions to the questions outlined by OH&S.

     or

     Make up a plan which you could give to workers which explains what they should do if they think they have contracted work-related health problems. Your research may include interviews with WCB or OH&S personnel.
   - 2.2 From the PPE kit, select one of each of the following PPE types:
     - head gear
     - hand gear
     - body gear
     - foot gear

     Where can each item of equipment be obtained? (Identify supplier, price and manufacturer.)
   - 2.3 Watch the video "WHMIS: Working to Protect Your Health" and complete the quiz.
   - 2.4 Make a poster of a WHMIS label, include an explanation.
   - 2.5 Visit a local industry that has a safety program and investigate the WHMIS controls in place. Report on your findings.

©Alberta Education, Alberta, Canada

2.6 Identify the rights and responsibilities when it comes to safety of:
- workers
- employers
- government agencies (i.e., WCB, OH&S).

2.7 Complete necessary documentation for:
- employer report of accident
- worker report of accident.

3. Back Care. The greatest percentage of workplace injuries involve the back. (Eighty percent of all people will have a back problem in their life.)
   3.1 Watch the Back Care slides (with the explanation of each slide) and describe an act that contributes to back care and one that may injure your back.

   or

   Consult with a local back care expert e.g., doctor, OH&S staff, WCB, chiropractor or physiotherapist) and report on your findings.
   3.2 Demonstrate the proper lifting dynamic and explain the difference between chronic and acute back disorders.

4. Burn Prevention. When a fire starts, you have seconds to act and the difference between life and death depends on how prepared you are.
   4.1 Watch the video *Fire Power* and complete the quiz.
   4.2 Create a fire escape plan for your home, classroom and/or workplace.
   4.3 Watch the video *Stop it Burning* and make a safety poster or slogan poster suitable for elementary grade level students.

   or

   Develop a fire safety checklist which could be used in a home.

5. Participate in a recognized emergency first-aid course including CPR, e.g., St. John Emergency First Aid.

6. For a selected work site, conduct an investigation of various hazards and develop a plan to safely address the hazards.

7. Keep a log of everything you did which was safety related for one day.

8. In consultation with your teacher, decide on an ongoing personal project, which you will continue throughout the safety module. Some ideas include:
   - a safety journal
   - an analysis of your safety habits
   - for a selected work site, determine ways to make it safer
   - explore safety related careers
   - job shadow a safety specialist.

©Alberta Education, Alberta, Canada

CAREER & TECHNOLOGY STUDIES

CAREER TRANSITIONS

SAMPLE STUDENT LEARNING GUIDE

CTR2210 Workplace Safety (Practices)

Sample Student Learning Guides
©Alberta Education, Alberta, Canada
CTS, Career Transitions /J.25
(1997)

WHY TAKE THIS MODULE?

- Learn how to assess and control hazards in a variety of places and situations.
- Get out alive from confined spaces.
- Become a safety advocate and practitioner.
- Discover why safety is an attitude.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: CTR1210 Personal Safety (Management)

In addition, to work successfully in this module, you must already be able to:

- appreciate the importance of safety in daily life
- provide emergency first aid
- demonstrate basic health and safety practices, including burn prevention, back care and use of personal protective equipment.

©Alberta Education, Alberta, Canada

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

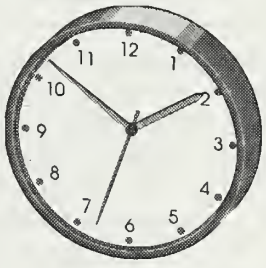
Upon completion of this module you will be able to:

- identify and describe hazard assessments and controls
- classify accidents and incidents and explain causation
- define ergonomics and describe its relationship to workplace safety
- demonstrate and describe standards/legislated practices associated with workplace safety, including:
  - farm/urban safety
  - fire safety
  - electrical safety
  - confined space safety
  - transportation of dangerous goods
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



©Alberta Education, Alberta, Canada

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark will be determined as follows:	
• Written assignments	30 – 40%
• Practical demonstrations	40 – 60%
• Career portfolio	5 – 10%

WHICH RESOURCES MAY YOU USE?

- *It Only Takes a Second* video
- *Seconds Save Lives* video
- *Electrojuice* video
- *Confined Spaces Entry* video
- *Do it Right Stay Alive* video
- *A Day in the Life of TDG* video

ACTIVITIES/WORKSHEETS

1. Hazards Assessment and Controls. A hazard is an identifiable element that can lead to loss or injury. Safety controls are actions designed to minimize or prevent the exposure to a hazard.
   - 1.1 Make an inspection of a selected workplace and report on:
     - hazards identified
     - controls observed/in place
     - recommend changes
     - explain how recommended changes will reduce risk.

2. Accidents and Incidents
   - 2.1 Distinguish between accidents and incidents and give examples of each.
   - 2.2 Discuss causes of different types of accidents and incidents in terms of:
     - personal factors
     - job factors
     - unsafe acts
     - unsafe conditions.

©Alberta Education, Alberta, Canada

3. Ergonomics
   - 3.1 Define ergonomics.
   - 3.2 Identify and describe ergonomically correct/incorrect conditions in your home, school and/or in a selected workplace.
   - 3.3 Working in a group, complete an Anthroprometric Chart and evaluate the range of each person's physical characteristics. Relate this data to ergonomics.

4. Farm Safety
   - 4.1 View the video *It Only Takes a Second* or *Seconds Save Lives* and develop a written review of the video you watch or develop a true/false quiz containing a minimum of 15 questions based on the video.
   - 4.2 Prepare an emergency farm phone procedure using the given guide.
   - 4.3 Complete the student activity "What Would You Do If . . ."
   - 4.4 Using the given scenarios, indicate the PPE required.

5. Fire Safety
   - 5.1 Locate all fire extinguishers in your school or in a given area in your school. Identify each one as to type of extinguisher and indicate the kind of fire that each would be useful in fighting.
   - 5.2 Develop a model indicating the four elements of fire. Be creative.
   - 5.3 Give an example of a Class A, B, C and D fire.
   - 5.4 Under the supervision of a teacher, demonstrate the proper use of a portable fire extinguisher to extinguish a preset fire (this should be done only under the supervision of an experienced fire fighter/trainer, e.g., local fire department) or watch a demonstration and make a step by step process guide.
   - 5.5 Develop a workbook or video that could be used by elementary students for a safety unit entitled "Fire Prevention."

6. Electrical Safety
   - 6.1 View video, *Electrojuice* and compile self-test.
   - 6.2 Watch a demonstration of a local power company's "High Voltage Power Display." (This activity must be coordinated by your teacher.)
   - 6.3 Using the daily newspaper or magazines, find and report on all accidents involving electricity. Create a file on electrical accidents (you may use past editions of newspapers).

7. Confined Spaces Entry
   - 7.1 View videos *Confined Spaces Entry*, *Do it Right Stay Alive* and complete worksheets.
   - 7.2 Using one of the given scenarios, develop a confined entry plan. In this plan include:
     - pre-tests performed
       - potential hazards
       - all PPE needed
       - include an emergency escape plan

     (Use the article from *OH&S* magazine, January 1993, as a guide).

8. Transportation of Dangerous Goods (TDG)
   - 8.1 View video *A Day in the Life of TDG* and discuss its message.
   - 8.2 Interview of person directly involved in transportation and write a report on his or her overall views on TDG including:
     - need for TDG regulations
       - role of _____ in emergency response
       - need to have documentation readily available.

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

CAREER & TECHNOLOGY STUDIES

CAREER TRANSITIONS

SAMPLE STUDENT LEARNING GUIDE

CTR3210 Safety Management Systems

Sample Student Learning Guides
©Alberta Education, Alberta, Canada
CTS, Career Transitions /J.31
(1997)

WHY TAKE THIS MODULE?

Like any aspect of business, safety has to be managed. If you plan to ever become a supervisor, manager or an owner, this module will:

- introduce you to "loss control"
- provide you with basic skills to conduct effective accident/incident investigations
- enable you to develop a basic safety program
- further enhance your safety skills and open doors to career opportunities.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: CTR2210 Workplace Safety (Practices)

In addition, CTR1210 Personal Safety (Management) will provide helpful background knowledge to work successfully in this module.

Enthusiasm and a willingness to become actively involved will enhance your opportunities for success.

©Alberta Education, Alberta, Canada

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

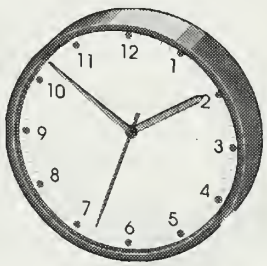
Upon completion of this module you will be able to:

- define "loss control" and describe "loss control" practices in a selected business/industry
- design a safety program for a selected business/industry, and specify safety management practices, standards and documentation requirements/procedures
- gather and analyze accident/incident information, identify causation and recommend preventive measures
- demonstrate basic competencies.
-

WHEN SHOULD YOU WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.



©Alberta Education, Alberta, Canada

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark will be determined as follows:	
Tests	15 – 20%
Safety Program	30 – 40%
Investigation and Recommendations	50 – 60%

WHICH RESOURCES MAY YOU USE?

- Occupational Health and Safety magazines
- Alberta Safety Council publications
- Canada Safety Council publications
- Industry-developed safety resources

©Alberta Education, Alberta, Canada

ACTIVITIES/WORKSHEETS

1. Loss Control

   "Loss control" are measures taken to prevent, reduce or eliminate unplanned events and waste of resources.

   1.1 Using the principle of accident prevention, prepare and present a visual report of loss control measures used in a selected business operation, e.g.:
   - fire safety
   - security systems
   - employee training systems
   - management commitment
   - material controls.

   1.2 Prepare a graphic to show the relationship between/among:
   - direct and indirect causation
   - safety, cost, productivity, quality.

2. Accidents and Incidents

   2.1 Using accident and incident reports obtained from a minimum of two business operations (sample reports may be available from your teacher):
   - identify statements of causation
   - identify recommendations
   - discuss the merits of the recommendations.

   2.2 Investigate an accident or incident and prepare an accident/incident report, include:
   - record of information (e.g., time, date, place, persons involved)
   - description of event
   - causation
   - recommendations (give reasons for your recommendations).

3. Safety Programs

   Various models of safety programs are in use, e.g.:
   - International Loss Control Institute (ILCI)
   - Alberta Construction Safety Association, "Safety Basics"
   - Dupont "STOP Program"

   Each model varies in its approach and has its strengths and limitations.

   3.1 Using one safety program model, develop a safety program for a selected business operation. Present your safety program to the business operator/supervisor for reaction.

©Alberta Education, Alberta, Canada

©Alberta Education, Alberta, Canada

K. ACKNOWLEDGEMENTS

The Career Transitions strand was developed through the cooperative effort of people from schools, post-secondary institutions, professional associations, business, industry, labour, and departments and agencies of the Government of Alberta. Alberta Education would like to extend sincere appreciation to the following individuals and groups.

Career and Technology Studies Advisory Committee

Dawn Arnold	Tofield School
Mike Blackwell	Wetaskiwin Composite High School
Susan deWijk	Lester B. Pearson Senior High School, Calgary
Maryanne Doherty-Poirier	University of Alberta, Edmonton
Lynne Duigou	St. Francis of Assisi School, Edmonton
Darwin Eckstrom	Peace Wapiti Regional Division No. 33
Barry Edgar	Grande Prairie Composite High School
Harold Hayter	Northern Alberta Institute of Technology, Edmonton
George Hildebrandt	School System Representative
Gerry Hunt	Eastglen Composite High School, Edmonton
Kenneth Jacknicke	Post-secondary Education Representative
Graham Johnston	Post-secondary Education Representative
Brenda Kent-Packer	Clarence Sansom Junior High School, Calgary
Bev Klemen	W. R. Myers High School, Taber
Kevin Knibbs	Calgary School District No. 19
Arnold Krause	Department of Education, Culture and Employment, Government of North West Territories
Len Luders	Red Deer School District No. 104
Eva-Jane Lundgard	Edwin Parr Composite Community School, Athabasca
Gordon Murray	Bellerose Composite High School, St. Albert
Jeannette Pawliuk	Edmonton School District No. 7
Sam Perverseff	Alberta Teachers' Association Representative
Connie Peters	School System Representative
Darren Reeder	Business/Industry Representative
Rick Roman	Business/Industry Representative
Barry Stangeland	School System Representative
Gordon Welch	CASS Representative
Gordon Worobec	Alberta Teachers' Association Representative

Field Review (1992–1993)

Ed Asp	School System Representative
Mel Card	School System Representative
Dale Saunders	School System Representative
Ed Watrich	School System Representative

©Alberta Education, Alberta, Canada

Assessment Panel (1995–1996)

Timothy Buehner	Henry Wise Wood Senior High School, Calgary
Elaine Gerber	School System Representative

Assessment Panel (1995–1996) (continued)

Dale Gullekson	Bev Facey Community High school, Sherwood Park
Gane Olsen	Harry Ainlay School, Edmonton
Jeannette Pawliuk	Edmonton Public School District No. 7
Glenda Properzi	Sturgeon Composite High School, Namao

Task Force II (1996–1997)

Timothy Buehner	Henry Wise Wood Senior High School, Calgary
Elaine Gerber	School System Representative
Dale Gullekson	Bev Facey Community High school, Sherwood Park
Dale McCarthy	Alberta Vocational College, Calgary
Gane Olsen	Harry Ainlay School, Edmonton
Jeannette Pawliuk	Edmonton Public School District No. 7
Glenda Properzi	Sturgeon Composite High School, Namao

Alberta Education, Curriculum Standards Branch

Lloyd Symyrozum	Director, Curriculum Standards Branch (Retired)
A. A. (Scotty) Day	Assistant Director, Curriculum Standards Branch (Retired)
Keith Wagner	Director, Curriculum Standards Branch
Susan Lynch	Assistant Director, Curriculum Standards Branch
Sharon Prather	Program Manager, Career and Technology Studies
Michael Alpern	Program Manager, Integrated Occupational Program and CTS Consultant, Career Transitions, Career and Technology Studies

Document publication and administration

Jennifer Annesley	Lin Hallett
Kim Blevins	Dianne Hohnstein
Lila Borhot	Cori May
Lisa Buckland	Joanne Medisky
Lorraine Crawford	Pauline Taylor
Maria Crudo	Catherine White
Christopher Ewanchuk	Marcie Whitecotton-Carroll
Nancy Foulds	Esther Yong

©Alberta Education, Alberta, Canada

University of Alberta Library
0 1620 0714 4429